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ABSTRACT

Since 1974, Piedmont Virginia Community College (PVCC) has conducted annual surveys of its graduates to obtain information on jobs, career satisfaction, transfer to other institutions, and the effect of PVCC on careers and further education. Findings from the survey of 1991-92 graduates, based on responses from 46.4% of the 233 alumni surveyed, included the following: (1) nearly 45% of the respondents were employed full-time in jobs related to their field of study at PVCC, and most were either very satisfied (37.3%) or satisfied (50.7%) with their current jobs; (2) the mean annual salary earned by respondents was $22,549; (3) nearly 89% of respondents believed that PVCC provided excellent (41.7%) or good (47.2%) academic preparation for jobs; (4) almost all the respondents felt that they were better prepared (52.4%) or equally prepared (46%) compared to other new employees in the same field; (5) almost 50% of respondents who continued their education at four-year colleges or universities transferred to the University of Virginia; (6) the average grade point average of transfer students at four-year institutions was 3.278; (7) the majority of respondents felt that PVCC provided excellent (42.1%) or good (50%) preparation for transfer; and (8) most PVCC graduates attending four year institutions felt that the quality of instruction and grading practices were comparable at both schools, while PVCC students were less competitive, and PVCC faculty and staff were more friendly than their counterparts at four-year institutions. Extensive data tables, the survey instrument, cover letters, and selected respondent comments are included. (MAB)

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PIEDMONT VIRGINIA COMMUNITY COLLEGE

Follow-Up Survey of PVCC Graduates of the Class of 1991-92

Office of Institutional
Research and Planning
Piedmont Virginia
Community College
Charlottesville, Virginia

Research Report
Number 5-93

September 1993

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FOLLOW-UP SURVEY OF PVCC GRADUATES OF THE CLASS OF 1991-92

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Office of Institutional Research and Planning
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Research Report No. 5-93

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Brief No. 93-7

PVCC Institutional Research Brief September 1993

RESULTS OF THE FOLLOW-UP SURVEY OF PVCC GRADUATES OF THE CLASS OF 1991-92

This brief highlights key findings reported in *Follow-up Survey of PVCC Graduates of the Class of 1991-92* (PVCC Institutional Research Report No. 5-93, September 1993). Students graduating from PVCC in Summer Session 1991, Fall Semester 1991, and Spring Semester 1992 were surveyed in the winter and spring of 1993 to determine what jobs they had obtained, which schools they were attending, how much they earned, how satisfied they were with their employment or schooling, and what impact PVCC had had upon their careers and education.

Major findings included:

1. Most 1991-92 PVCC graduate survey respondents found meaningful and satisfying employment. Nearly 45% of the respondents were employed in full-time jobs related to their fields of study at PVCC. Most were either very satisfied (37.3%) or satisfied (50.7%) with their current jobs, and the majority planned to pursue these jobs as long-range careers.

2. Jobs held by survey respondents included nurse (28.9%), sales clerk (9.2%), secretary (5.3%), respiratory technician (5.3%), accountant (3.9%), and data entry operator (3.9%).

3. The mean, or average, annual salary earned by 1991-92 graduate survey respondents was $22,549, and the median, or midpoint, salary was $24,000. The highest salary reported was $59,800 and the lowest $3,000. The distribution of salaries was fairly normal, with 23.3% of all respondents earning less than $15,000, 34.9% earning between $15,000 and $25,000, and 41.9% earning $25,000 or more. The mean and median salaries for males were higher than those for females, and only one minority respondent reported his or her salary. Generally, older respondents earned more than younger respondents.

4. Almost 89% of the survey respondents believed that PVCC provided excellent (41.7%) or good (47.2%) academic preparation for jobs. Seven respondents (9.7%) believed PVCC provided fair academic preparation, and only one (1.4%) believed it provided poor preparation.

5. Almost all survey respondents felt they were academically better prepared (52.4%) or equally academically prepared (46.0%) in comparison to other new employees within the same career fields. Only 1.6% felt they were not as well prepared.

6. Almost 50% of all 1991-92 PVCC graduate survey respondents continuing their education at four-year colleges or universities transferred to the University of Virginia. Other institutions with more than one respondent were James Madison University, Mary Baldwin College and Mary Washington College. The most popular fields of study at four-year institutions were Education, English, Sociology, Business, Computer Science, and Psychology.

7. Most 1991-92 PVCC graduate survey respondents attending four-year colleges or universities were full-time students in good academic standing. The average GPA (grade point average) at the colleges or universities they selected was 3.278. The lowest GPA reported was 2.300 and the highest was 4.000.

(Continued on reverse side)

8. The vast majority of survey respondents transferring to four-year colleges or universities believed that PVCC provided excellent (42.1%) or good (50%) academic preparation for transfer. None of the respondents felt that PVCC provided poor preparation. Most respondents also believed they were better (29.7%) or equally (51.4%) prepared in comparison to students who started as freshmen at the four-year schools to which the survey respondents transferred.

9. In comparing PVCC with the four-year schools to which they transferred, most PVCC graduates believed that the quality of instruction was the same at both institutions, that the grading practices were similar at both schools, that PVCC students tend to be less competitive than students at four-year schools, that PVCC faculty and staff are friendlier than four-year college faculty and staff, and that more individual attention is shown students at PVCC than at four-year institutions.

The PVCC learning experience means many things to its many different students. This was eloquently stated by one of the 1991-92 graduate survey respondents who wrote the following letter in the comment section of the survey.

> Since I can't really offer many suggestions for changes to make PVCC a better school, I would like to mention the things that should not be changed that made PVCC such a wonderful experience. First, the quality of instructors is superb. The great majority of my instructors were PHD's as opposed to other schools . . . who utilize many students to teach their lower level classes. The knowledge, interest and teaching skills of the professors far exceeds that of most students who attempt to teach. Another plus for PVCC was the low student/professor ratio. I always felt free to perform in class with a smaller group and never felt that I must introduce myself as a student from a particular class when I went to talk to a professor. This is not true of the larger classes that I [now] attend.
>
> In summary, part of what makes PVCC such an excellent school may be what some students feel leaves them unprepared to transfer to a larger university. It is true, a student will probably not find an environment that will be as nurturing and competent as the one at PVCC. That's not necessarily a problem. Being nurtured early on helps build strength and confidence, traits that are necessary to face the "cold world." If PVCC had been as disorganized, impersonal and sometimes chaotic as [the four-year school I now attend] is at times, I might not have continued with my education. PVCC serves a wide variety of students, including older students and others who might not have pursued further education if not for the community college system. These students thrive because PVCC is different than larger institutions. Depriving these students of the "coddling" would be detrimental. Perhaps the most that PVCC should do to prepare students for their transfer into the "real world" is just advise them that it exists. Don't change a thing for me. . .
>
> Sincerely,
> [student's name]

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FOLLOW-UP SURVEY OF PVCC GRADUATES OF THE CLASS OF 1991-92

INTRODUCTION

Since 1974, Piedmont Virginia Community College (PVCC) has conducted annual surveys of its graduates. Questions are asked concerning jobs, career satisfaction, salaries, study at other colleges and universities, and the impact PVCC has had upon the careers and further education of its graduates. Information from the survey is used to improve academic programs and college services.

This study reports the results of the seventeenth of these graduate follow-up surveys. The survey was conducted for graduates of the class of 1991-92 (those students graduating from PVCC in Summer Semester 1991, Fall Semester 1991, and Spring Semester 1992). In terms of format and content, it is similar to previous studies. All information is descriptive in nature and is presented in narrative, tabular, and graphic form.

Graduates were surveyed approximately eight months after graduation (see Appendix A). The reason for waiting this long was to allow time for graduates to secure jobs and enroll in colleges or universities. Those not responding to the follow-up survey were contacted two additional times (see Appendix B).

DEMOGRAPHIC AND ENROLLMENT CHARACTERISTICS

Of the 233 graduates of the class of 1991-92, 108 returned completed surveys for a response rate of 46.4%. This was the lowest response rate of the most recent six surveys: 1990-91 (54.2%), 1989-90 (48.2%), 1988-89 (54.2%), 1987-88 (57.1%) and 1986-87 (61.2%).

As can be seen in Table 1, the response rates by sex, race, age, and residence, varied somewhat from the overall response rate. Females were much more likely to complete surveys than males. White students had a much higher response rate (50%) than black (16%) or other minority (17%) students. Older students had a slightly higher response rate than younger students within the service region. The highest response rate was from graduates residing in Charlottesville (60%) and the lowest from those residing in Buckingham (25%). Those graduates residing in Virginia, but outside the PVCC service region, had a much lower response rate (23%) than those residing within the service region. Neither of the two graduates from outside Virginia returned surveys.

Graduates in the occupational/technical curricula had higher response rates (27%) than those in the college transfer curricula (21%).[1] As can be seen in Table 2, graduates receiving the AA degree had the highest response rate (75%), followed by

[1]College transfer graduates are those receiving the Associate of Arts (AA) or Associate of Science (AS) degree; occupational/technical graduates are those receiving the Associate of Applied Science (AAS) degree or a certificate.

those receiving the AAS degree (57%) and Certificates (40%). The lowest response rate was from graduates receiving the AS degree (36%).

Demographic and enrollment characteristics of survey respondents were similar for both graduates and survey respondents. In terms of sex, most graduates were female (62% of graduates and 51% of respondents), and in terms of race, most were white (89% of graduates and 50% of respondents). The largest grouping of graduates were between the ages of 25 and 34 (31% of graduates and 39% of respondents). The service region locality with the largest percentage of graduates was Albemarle County (42.5% of graduates and 45.5% of respondents).

Graduates and respondents were grouped largely with those receiving the AS degree (37.5% of graduates and 35.6% of respondents), and those receiving the AAS degree (34.6% of graduates and 56.6% of respondents). The remainder received AA degrees (10.0% of graduates and 75.0% of respondents), and certificates (17.9% of graduates and 39.5% of respondents).

Because the response rate from graduates was lower than 50% and because in many instances demographic and enrollment characteristics did not mirror those of all graduates, caution should be exercised in extrapolating the results of this survey to all graduates of the class of 1991-92.

EMPLOYMENT

Slightly less than one-half of all 1991-92 PVCC graduates responding to the survey were employed in full-time jobs related to their fields of study at PVCC (see Figure 1)[2]. Slightly over one-quarter were employed in either full-time jobs unrelated to their study at the college (13.1%) or in part-time jobs (14.9%). More of the part-time employees worked in jobs unrelated to their study at PVCC than in jobs related.

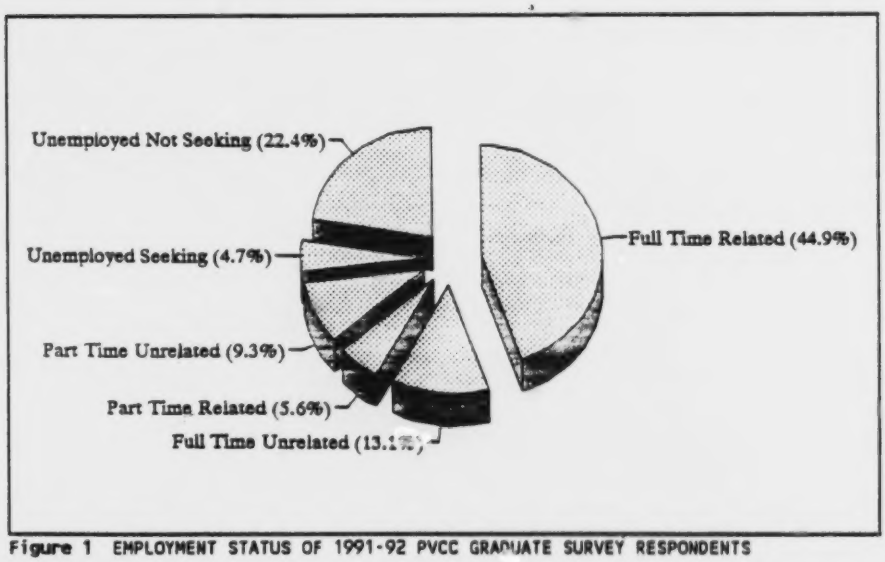

Figure 1 EMPLOYMENT STATUS OF 1991-92 PVCC GRADUATE SURVEY RESPONDENTS

Nearly one-third of the survey respondents declared that they were unemployed (27.1%), but of these, only five (4.7%) were actively seeking jobs. Those not seeking employment were typically full-time students, homemakers, or retired persons.

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[2]Note that differing percentage figures between table and figure illustrations are due to the manner in which the data are calculated. Illustrated figures present exact respondent responses, whereas table information takes into account that six PVCC graduates earned two degrees and one graduate earned three degrees.

The average number of hours worked per week by respondents holding full-time jobs was 42. The actual hours reported ranged from 35 to 79. The average number of hours worked per week by respondents with part-time jobs was 17 for those with jobs related to their fields of study and 25 for those with jobs unrelated to their fields of study.

The employment status of all respondents by degree and program is shown in Table 3. As has been the case with all graduating classes, the percentage of college transfer graduate respondents (AA and AS degrees) employed in full-time jobs was much lower than that of occupational/technical respondents (AAS degree or certificate), and the unemployment much higher. This is because the purpose of all college transfer curricula is to allow the student to transfer to a four-year college or university, and that of occupational/technical curricula is to acquire technical job skills. In this respect, many of the part-time and unemployed college transfer students were enrolled in four-year college or universities, and cannot truly be considered as unemployed.

The employment status of 1991-92 graduates was quite similar to that of 1990-91 graduates. As can be seen in Table 4, the percentage of 1991-92 graduates employed in full-time jobs was approximately the same as that of previous graduating classes. However, the percentage employed in full-time jobs *related* to their fields of study at PVCC increased from 36.3% in 1990-91 to 44.1% in 1991-92. Also noteworthy was the high unemployment percentage (27.9%) for 1991-92 graduates as compared to previous graduating classes.

The employment status of 1991-92 graduate survey respondents by job category is shown in Table 5. Most jobs were full-time and related to the respondents' study at PVCC (60.5%). As has been the case during the last several years, more respondents were employed as nurses than as anything else (28.9%). Other jobs held by four or more respondents included sales clerk (9.2%), respiratory technician (5.3%) and secretary (5.3%). Twenty five respondents (32.9%) checked "OTHER" for job category. Some of the job titles in the "OTHER" category were assistant training coordinator, intelligence assistant, senior process planning engineer, manager materials support operations, storekeeper senior, bank teller, electronic media specialist, Reiki therapist, senior energy efficiency representative, golf course attendant, travel agent, waiter, radio DJ, bus driver, mental health worker, and property manager.

Twenty survey respondents (26%) indicated they obtained their jobs before attending PVCC, 27 (35.1%) indicated they obtained their jobs while attending PVCC, and 30 (39%) indicated they obtained their jobs after graduating from PVCC. Table 6 presents information on when jobs were obtained by PVCC graduate respondents for the graduating classes of 1981-82 through 1991-92.[3]

Fourteen survey respondents indicated they had participated in PVCC's co-operative education program (Co-op) while attending the college. Two respondents also indicated they had obtained their current jobs as a direct result of participation in Co-op.

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[3]Table 6 reports "When Current Jobs Were Obtained" for each degree listed from survey respondents, including those respondents receiving more than one degree.

JOB AND CAREER SATISFACTION

As has been the case with all graduating classes from PVCC, job satisfaction of 1991-92 graduate survey respondents was quite high (see Figure 2). Nearly 90% of the respondents reported they were either very satisfied (37.3%) or satisfied (50.7%) with their current jobs. Only one respondent indicated he or she was dissatisfied, and only 8 indicated that they were not very satisfied (10.7%). Respondents earning certificates were for the most part evenly distributed as either very satisfied (35.7%), satisfied (35.7%) or not very satisfied (21.4%) with their jobs. AA/AS, and AAS respondents were grouped largely as very satisfied (35.9%) and satisfied (54.7%). Only 9.4% of AA/AS and AAS respondents were not very satisfied and none was dissatisfied.

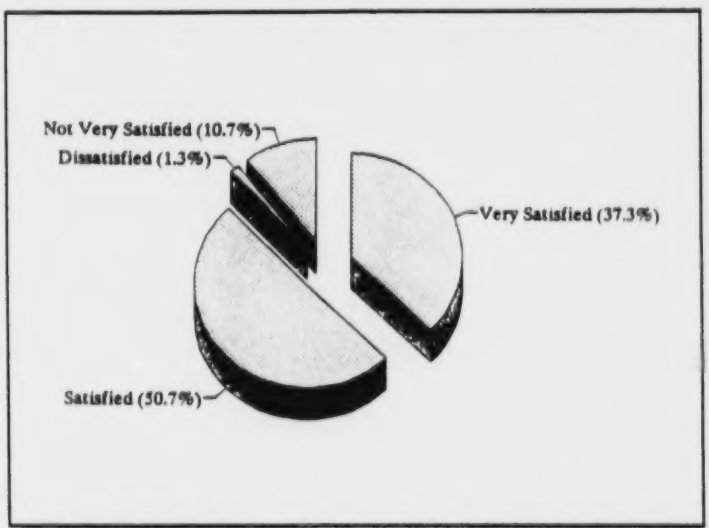

Figure 2 SATISFACTION OF 1991-92 PVCC GRADUATE SURVEY RESPONDENTS WITH THEIR CURRENT JOBS

More 1991-92 graduate survey respondents indicated they were "very satisfied" with their jobs than did previous PVCC graduating classes, fewer indicated they were "satisfied," and as can be seen in Table 7, when the "very satisfied" and "satisfied"

categories are combined, the percentage figures for 1991-92 respondents are similar to those of previous respondents.

The job satisfaction of 1991-92 survey respondents by job category is presented in Table 8. In all categories except five (business manager, draftsman, nurse, sales clerk and other), the majority of respondents indicated they were either very satisfied or satisfied.

Closely related to job satisfaction is career stability. Those satisfied with their jobs are likely to continue working within the same career field, while those dissatisfied will probably change not only jobs but careers as well. Although 1991-92 graduates were quite satisfied with their jobs, only slightly more than half intended to pursue those jobs as long-range careers. As can be seen in Table 9, 50.6% of all graduates indicated they would pursue their current jobs as long-range careers, while 23.4% indicated they would not, and 26% were undecided. The percentage of respondents intending to pursue their jobs as long-range careers was higher than those of the two previous graduating classes (38.3% for 1990-91 and 46.3% for 1989-90) but lower than those of classes prior to 1989-90.

The intention of 1991-92 graduate survey respondents to pursue their current jobs as long-range careers by job category is presented in Table 10. Jobs which most respondents saw as long-range careers included accountant, nurse, and engineering technician. The only job which over half of the respondents did not see as a long-range career was sales clerk.

PVCC PREPARATION FOR JOBS

The preparation for jobs and careers provided by PVCC was rated quite highly by most of the 1991-92 graduate survey respondents. Over 40% of all respondents indicated that the academic preparation they received at PVCC was excellent with respect to their current job (see Figure 3). About one-half indicated that the academic preparation was good. Only 9.7% indicated that the academic preparation was fair, and only one respondent (1.4%) indicated it was poor.

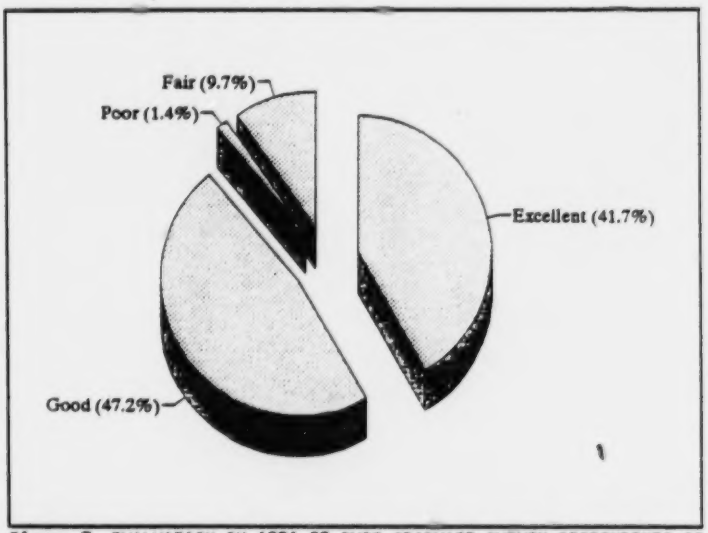

Figure 3 EVALUATION BY 1991-92 PVCC GRADUATE SURVEY RESPONDENTS OF PVCC PREPARATION FOR A JOB

The evaluation of academic preparation for employment by academic program by 1991-92 survey respondents is shown in Table 11. For the most part, respondents felt their programs provided excellent or good preparation for their current jobs. However, the number of respondents in most programs was too small for meaningful conclusions about the programs to be drawn.

The evaluation of academic preparation for employment by the 1991-92 graduate survey respondents was similar to that of previous graduating classes (see Table 12). More 1991-92 than 1990-91 respondents rated their academic preparation

Another way of gauging the impact of a PVCC education with respect to career preparation is to determine whether PVCC graduates are better prepared academically than other employees within the same jobs and career fields. As can be seen in Figure 4, the vast majority of 1991-92 graduate survey respondents felt they were better or equally prepared.

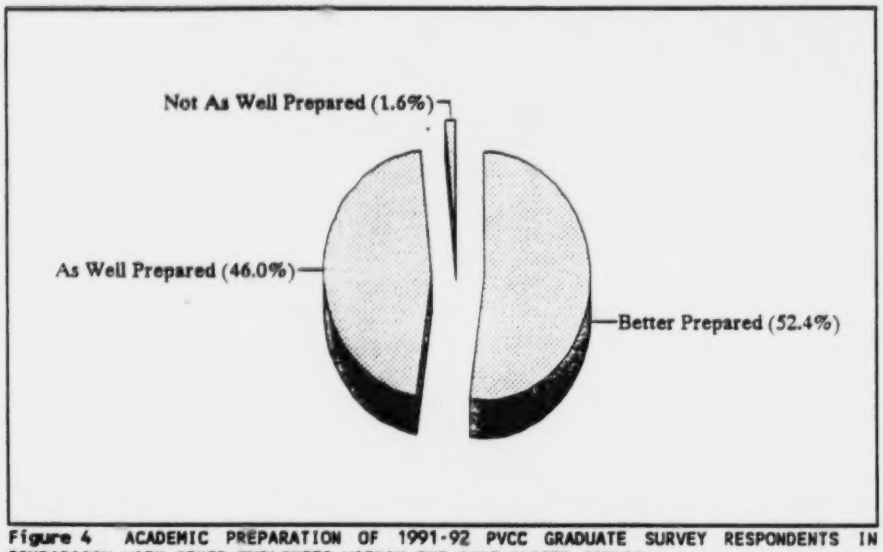

Figure 4 ACADEMIC PREPARATION OF 1991-92 PVCC GRADUATE SURVEY RESPONDENTS IN COMPARISON WITH OTHER EMPLOYEES WITHIN THE SAME CAREER FIELDS

Less than 2% of the survey respondents felt they were not as well prepared as other new employees within the same career fields. The remainder were fairly evenly divided between being better prepared than other new employees (52.4%) and being about as well prepared (46%). Comparisons with other employees by PVCC academic program are presented in Table 14 and by job category in Table 15.

With respect to career assistance, no respondents indicated they received direct job assistance from PVCC.

Table 16 presents the evaluation by 1991-92 graduate survey respondents of various career assistance services offered by the college. As can be seen, for the

most part, these services were rated quite highly by survey respondents. Faculty, academic programs and "other" received the highest overall ratings. 91.3% of the respondents rated the PVCC faculty as excellent or good, while 87% of the respondents rated academic programs excellent or good. The six "OTHER" services rated by respondents were counseling, rated as poor, JobSight, twice rated as excellent, the learning lab, also rated excellent, and individual faculty (a teacher and a guidance counselor), both listed by name and rated as excellent.

SALARIES

The mean, or average, annual salary earned by 1991-92 graduate survey respondents was $22,549, and the median, or midpoint, salary was $24,000. The highest salary reported was $59,800 and the lowest $3,000. As can be seen in Figure 5, the distribution of salaries was skewed in a positive direction.[4] What this indicates is that more salaries were earned in the three higher income brackets ($20,000-$25,000, $25,000-$30,000, $30,000 and over) than in the four lower income brackets.

Sixteen of the 45 respondents reporting salary (35.6%) earned less than $20,000. Twenty (44.4%) earned between $20,000 and $30,000. Four (8.9%) earned less than $10,000, and seven (15.6%) earned $30,000 or more.

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[4]When a histogram, or distribution of data values, is nonsymetric, or not shaped like a bell curve, it is skewed. When the data show a pattern with a left tail, the histogram is skewed negatively. This occurs when the mean, or average, is lower than the median, or midpoint. The degree of skewness can be calculated using the Pearsonian coefficient of skewness. Using this method, values will range from -3 (totally skewed left) to +3 (totally skewed right). If the data are perfectly symmetric, the value will be 0. In the case of the salaries reported in this study, the Pearsonian coefficient of skewness was 0.990258. The kurtosis of the salaries was 5.55183, indicating that most of the salaries were not in one or two salary brackets (a "flatter" than normal curve).

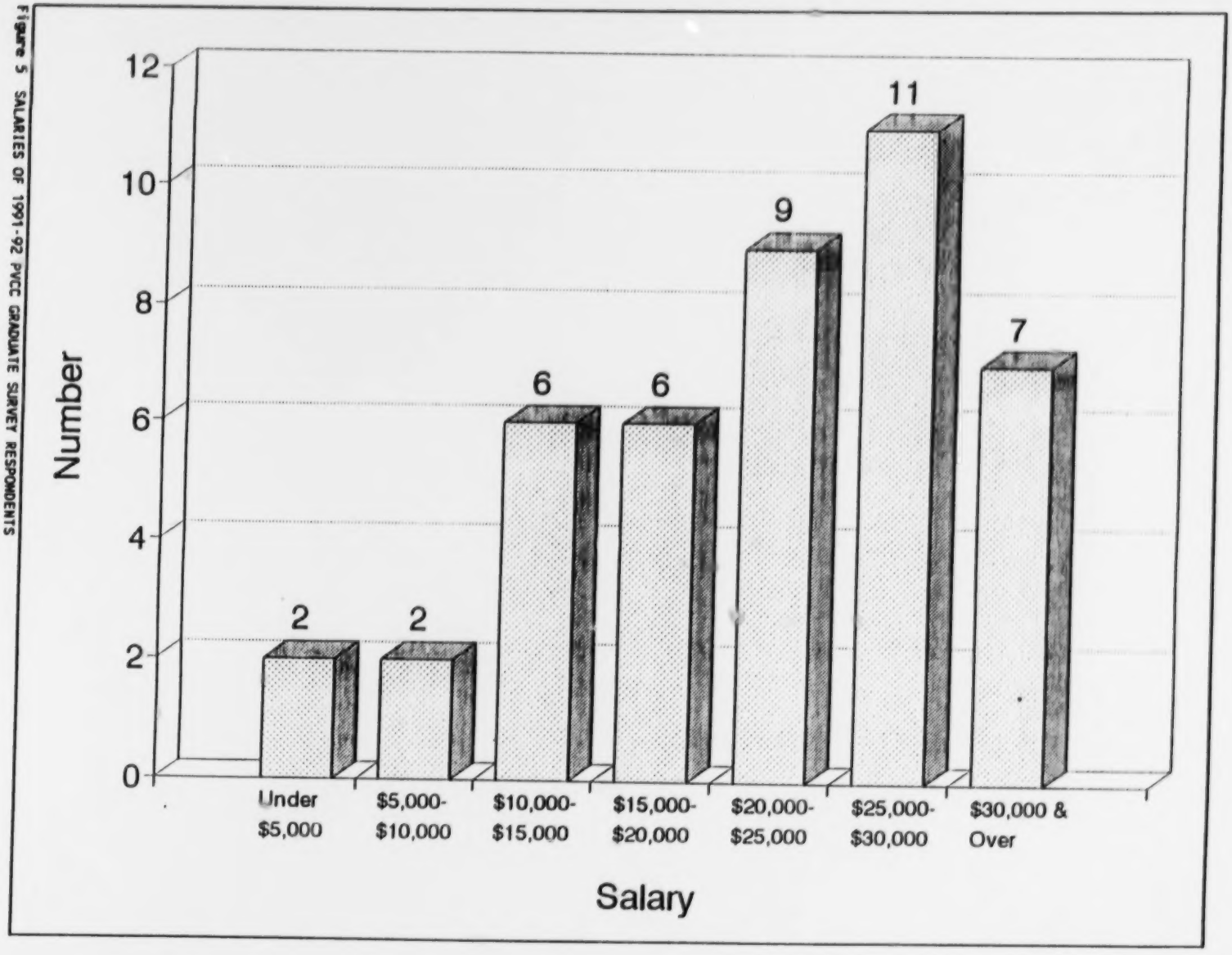

Figure 5 SALARIES OF 1991-92 PVCC GRADUATE SURVEY RESPONDENTS

The salaries of the 1991-92 graduate survey respondents by degree and academic program are presented in Table 17. Normally, given the fact that college transfer programs are not designed to provide jobs for graduates, as well as the fact that most college transfer respondents are usually employed in part-time jobs, salaries for those enrolled in occupational/technical programs are generally higher than salaries for those enrolled in college transfer programs. For 1991-92, however, the mean salary of AS degree survey respondents was almost $3,000 higher than that of AAS degree respondents. This may be explained by the fact that 86% of the AS student respondents reporting salaries were working in full-time jobs and only 14% were working in part-time jobs.

The mean salary for survey respondents earning the AA degree was $10,597, and the median salary was $10,540; the mean salary for those earning the AS degree was $26,934, and the median salary was $27,040. The mean salary for those earning the AAS degree was $24,085, and the median salary was $24,000, the mean salary for those earning certificates was $22,724, and the median salary was $25,141.

Salaries of 1991-92 survey respondents by job category are presented in Table 18. The highest mean salary was earned in the job category of electronics worker (mean = $31,700). The lowest mean and median salaries were earned in the category of sales clerk (mean = $8,520; median = $10,040). Job categories with mean salaries exceeding $20,000 were electronics worker ($31,700), engineering technician ($28,641), nurse ($26,527), business manager ($25,830), other ($25,180), respiratory technician ($23,451), and draftsman ($20,800).

As might be expected, salaries earned by graduates employed part-time were lower than those of graduates employed full-time (see Table 19). Those with jobs related to their fields of study at PVCC earned higher salaries than those with unrelated jobs. The mean salary for those with full-time, related jobs was approximately $10,000 higher than the mean salary for those with full-time, unrelated jobs, and the median salary was approximately $11,000 higher. The mean and median salaries for those with part-time, related and unrelated jobs were within $1,000 of each other with higher mean and median salaries for those with part-time, unrelated jobs. Statistically, this is not significant as only one respondent in a part-time related job reported salary.

A slight correlation between job satisfaction and salary was evident for 1991-92 survey respondents. As can be seen in Table 19, the mean and median salaries for those very satisfied with their jobs were higher than the salaries for those satisfied, and the mean and median salaries for those satisfied were higher than the salaries for those not very satisfied or dissatisfied.

For the most part, male graduate survey respondents earned higher salaries than female respondents (see Table 20). The mean salary for males was approximately $4,800 higher than those for females. The median salary for males was approximately $1,600 higher than those for females. The lowest salary was earned by a female and the highest by a male.

The single black respondent reporting salary earned a higher salary than the mean salary for white respondents (see Table 20). The salary for the black respondent was approximately $4,400 higher than the mean salary for whites. No

other minority respondents reported salaries. Of course, because only one minority respondent reported salary, no meaningful comparisons can be drawn.

Generally, as might be expected, older respondents earned higher salaries than younger ones. The highest mean and median salaries were earned within the 35 to 44 age bracket, and the lowest were earned by the youngest respondents. The age bracket 45 to 59 had the second highest mean and median salaries followed by the 25 to 34 and 22 to 24 age brackets. Figure 6 shows the salaries of PVCC AAS graduates of the classes of 1977-78 through 1991-92.

AAS graduate survey respondents of the class of 1991-92 earned a mean salary 13.5% higher than that of their counterparts of the class of 1990-91. This reverses the 1990-91 respondents drop in mean salaries (-4.2)% from 1989-90, and continues the general eleven-year trend of each graduating class earning higher salaries than the preceding class. Each of the four classes graduating prior to 1991-92 with the exception of 1990-91 (-4.2%), earned a 4% to 5% increase over the class immediately preceding it.

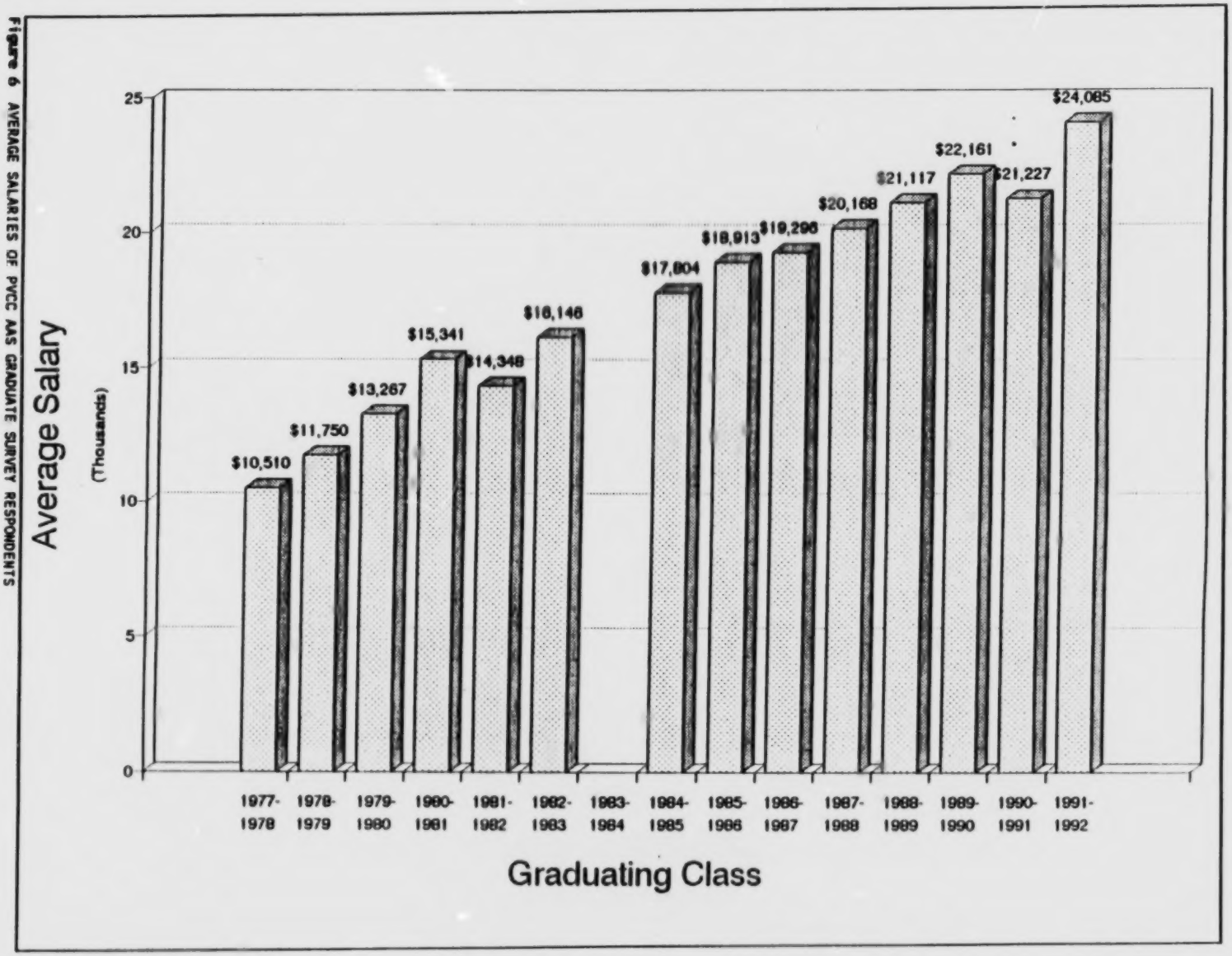

Figure 6 AVERAGE SALARIES OF PVCC AAS GRADUATE SURVEY RESPONDENTS

FURTHER EDUCATION

Each year, a number of PVCC graduates, most of whom earn AA or AS degrees, continue their education at four-year colleges and universities. Because of its proximity and excellent academic reputation, the largest number typically transfer to the University of Virginia (UVA). With the advent of the joint adult degree program in 1984-85 between Mary Baldwin College and PVCC, an increasingly larger number of graduates transfer each year to Mary Baldwin. Another institution enrolling large numbers of PVCC graduates each year has been James Madison University (JMU).

Figure 7 shows to which schools 1991-92 graduate survey respondents transferred.

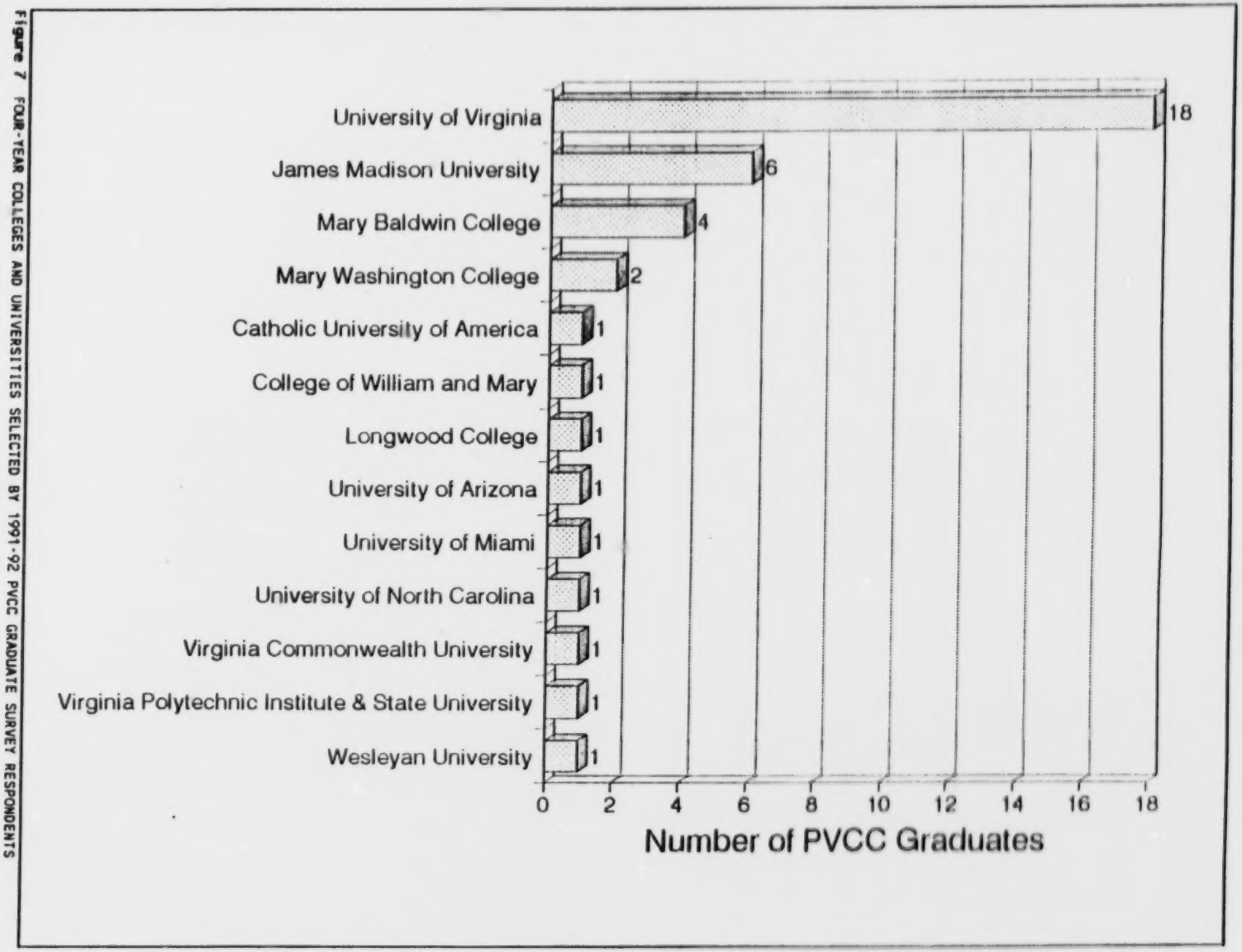

Figure 7 FOUR-YEAR COLLEGES AND UNIVERSITIES SELECTED BY 1991-92 PVCC GRADUATE SURVEY RESPONDENTS

Eighteen respondents transferred to the University of Virginia. This was three times the number transferring to James Madison University, the second most popular institution with PVCC graduate respondents, and nearly one-half of all respondents. The next most popular institution, after James Madison, was Mary Baldwin College, with 4 respondents, followed by Mary Washington College with 2. Nine senior institutions had one respondent in attendance. Note that in previous graduate surveys, the University of Virginia was often selected by the largest number of respondents, but not by such a large percentage. Typically, the numbers transferring to James Madison University and Mary Baldwin College are nearly the same as those transferring to the University of Virginia.

For the most part, the institutions to which the survey respondents transferred were their first choices. Most of the respondents (35 or 89.7%) indicated the school they were attending was their first choice. Four (10.3%) indicated the school was their second choice, and none indicated it was the third choice.

Most graduates studied full-time at the colleges or universities to which they transferred (92.1%). The three respondents (7.9%) who studied part-time, studied at Mary Baldwin College, Mary Washington College and the University of Arizona.

Like 1990-91 survey respondents who continued their education at four-year schools, most 1991-92 survey respondents were women (52.6%). Thirty-six survey respondents were White (94.7%), one Black (2.6%), and one Asian (2.6%). Twelve respondents were between the ages of 18-21 (31.6%), and twelve were between the

ages of 22-24 (31.6%). Of the remainder, 8 (21.1%) were between 25 and 34 years of age, 5 (13.2%) between 35 and 44, and 1 (2.6%) was 45 years of age or older.

More than half of the respondents received the AS degree at PVCC (55%); more than one-quarter received the AA degree (30%); of the remainder, 4 (10%) received the AAS degree and 2 (5%) received certificates. The academic programs at PVCC in which these respondents enrolled were Business Administration (n=12; 30%), Liberal Arts (n=11; 27.5%), General Studies (n=5; 12.5%), Science (n=3; 7.5%), Education (n=2; 5%), Career Studies (n=1; 2.5%), Computer Info. (n=1; 2.5%), Fine Arts (n=1; 2.5%), Law Enforcement (n=1; 2.5%), Marketing (n=1; 2.5%), Nursing (n=1; 2.5%), and Police Science (n=1; 2.5%).

The fields of study chosen by graduate survey respondents at the four-year institutions to which they transferred are shown in Figure 8. The most popular major selected was Education (14%).[5] Following Education were English (10%) and Sociology (10%). Fields of study by PVCC transfers at four-year institutions are presented in Table 21.

[5]Note that in figure 8 and in tables 21, 23, 28, and 32, 10 PVCC graduates indicated they were working toward two 4-year majors, and one graduate listed three.

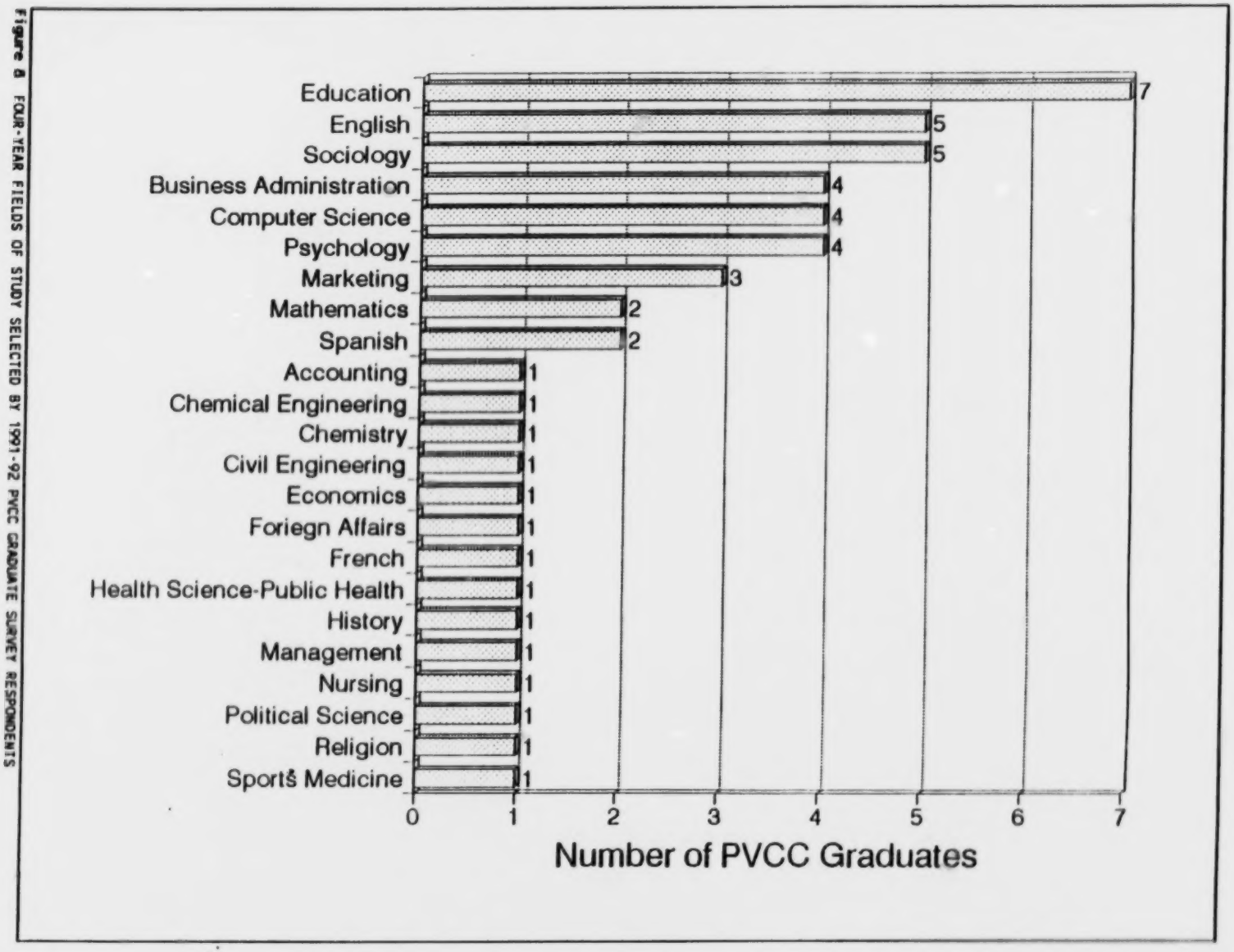

Figure 8 FOUR-YEAR FIELDS OF STUDY SELECTED BY 1991-92 PVCC GRADUATE SURVEY RESPONDENTS

Most respondents reported that their PVCC credits were accepted as expected by the institutions to which they transferred. However, a few respondents noted that although their PVCC credits did transfer as expected, a number of PVCC credits were not accepted by the senior institution. The actual number of credits rejected by senior institutions ranged from 1 to 66. Eight of the respondents attended the University of Virginia, and one respondent each attended Virginia Polytechnic Institute & State University, Mary Washington College, James Madison University, the University of Miami, and the College of William and Mary. Four respondents reported majoring in English, three in Education, two each in Marketing and Psychology, and one each in Business, Chemical Engineering, Computer Science, Economics, Management, Sociology and Spanish. As has happened with previous graduating classes, a number of respondents also noted in the comment section of the survey that they had problems transferring certain PVCC courses (see Appendix C).

Academically, most survey respondents seemed to be performing fairly well at the four-year institutions to which they transferred. The average GPA (grade point average) at the colleges or universities they selected was 3.278. The lowest GPA reported was 2.300 and the highest 4.000. Grade point averages by four-year institutions are presented in Table 22, and grade point averages by four-year fields of study are presented in Table 23.

The institution with the highest average GPA was Mary Washington College (4.000), and the institution with the lowest Longwood College (2.500). Respondents at 7 institutions--the College of William and Mary, James Madison University, Mary

Baldwin College, Mary Washington College, the University of North Carolina, the University of Virginia, and Virginia Polytechnic Institute & State University--had average GPA's over 3.000.

In fields of study with more than one respondent, the following GPA's were reported: Business--2.400; Computer Information Systems--3.386; Education--3.493; English--3.314; Marketing--2.857; Mathematics--3.000; Psychology--3.648; Sociology--3.650 and Spanish--3.763.

As has typically been the case, females earned higher grade point averages than males (see Table 24). The mean female GPA was 3.494 and the mean male GPA was 2.888. No minority respondents reported GPA. The mean GPA for whites was 3.278.

With respect to age and academic performance, older respondents' GPAs were higher than those of younger respondents. The average GPA of respondents 21 years of age and younger was 3.087; the average GPA of respondents between 22 and 24 years of age was 3.144; the average GPA of respondents between 25 and 34 was 3.176; the average GPA of respondents between 35 and 44 was 3.703; and the average GPA of the one respondent between 45 and 59 years of age was 4.000.

Academically, as measured by GPA, 1991-92 survey respondents performed better than 1990-91 respondents, scoring higher than any previous class since 1986-87. The average GPA of 1990-91 survey respondents was 2.894, that of 1989-90 survey respondents was 2.883, that of 1988-89 respondents was 3.195, that of 1987-88 respondents was 3.190, and that of 1986-87 respondents was 3.210.

Before discussing how well PVCC prepares graduates for college transfer, it should be noted that not all graduates continuing their education do so at four-year colleges or universities. A number return to community colleges or other educational institutions. Ten 1991-92 survey respondents indicated they had continued their education at community colleges or other institutions. Eight of the ten were continuing their study at PVCC, and of these, six were studying part-time. The programs in which the ten respondents were enrolled are presented in Table 25.

PVCC PREPARATION FOR COLLEGE TRANSFER

As can be seen in Figure 9, the majority of 1991-92 graduate survey respondents were quite satisfied with how well PVCC prepared them academically for transfer to four-year colleges and universities. PVCC was rated excellent by over 42% of all respondents, and good by 50%. Almost 8% felt their academic preparation was fair, and none felt it was poor.

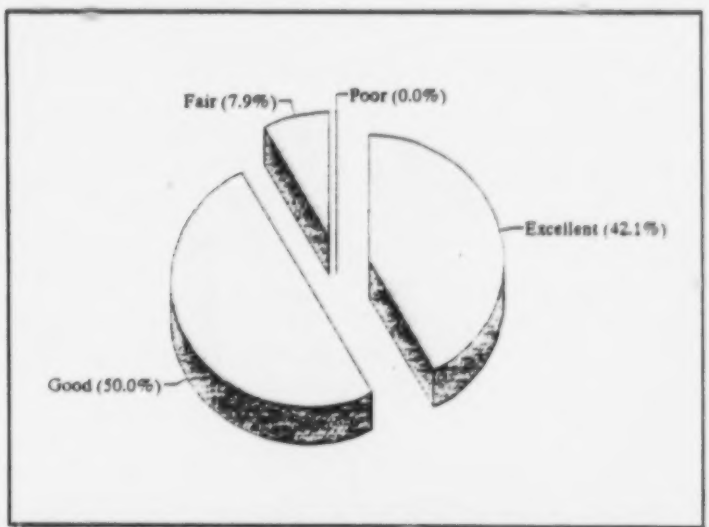

Figure 9 EVALUATION BY 1991-92 PVCC GRADUATE SURVEY RESPONDENTS OF THEIR PVCC PREPARATION FOR COLLEGE TRANSFER

These evaluations are broken down by degree and academic program in Table 26. Over 90% of AA and AS respondents, and over 80% of AAS respondents, rated academic preparation for college transfer as either excellent or good.

Evaluations of academic preparation for college transfer are presented by four-year institution in Table 27 and by four-year field of study in Table 28. The only institutions attended by more than one PVCC graduate at which half or more of the respondents rated their PVCC academic preparation as excellent were the University of Virginia (55.6%) and Mary Washington College (50%). However, with only a few exceptions, all respondents rated their academic preparation as *either* excellent or good. Senior institutions at which respondents (in each case, one) rated their PVCC preparation as fair were Longwood College (100%), Mary Baldwin College (25%), and Wesleyan University (100%).

Four-year academic programs in which half or more of the respondents rated their PVCC academic preparation as excellent were Accounting (n=1; 100%), Chemical Engineering (n=1; 100%), Education (n=7; 57.1%), Foreign Affairs (n=1; 100%), French (n=1; 100%), History (n=1; 100%), Mathematics (n=2; 100%), Nursing (n=1; 100%), Psychology (n=4; 75%), Sociology (n=5; 60%), and Spanish (n=2; 100%). In one program, Chemistry, the single graduate responding rated his or her preparation as fair. It should be noted that for most programs the number of respondents is too small for meaningful conclusions to be drawn.

As can be seen in Table 29, graduate survey respondents have for the most part been quite pleased with the academic preparation they received from PVCC. Few have rated their preparation as either poor or fair.

Most 1991-92 graduate sruvey respondents believed they were better or equally prepared academically in comparison to students who began their college study as freshmen at the four-year institutions to which the respondents transferred (see Figure 10). More than twenty eight percent felt they were better prepared, and 51.4% that they were about as well prepared, as "native" students. Twenty percent felt they were less prepared.

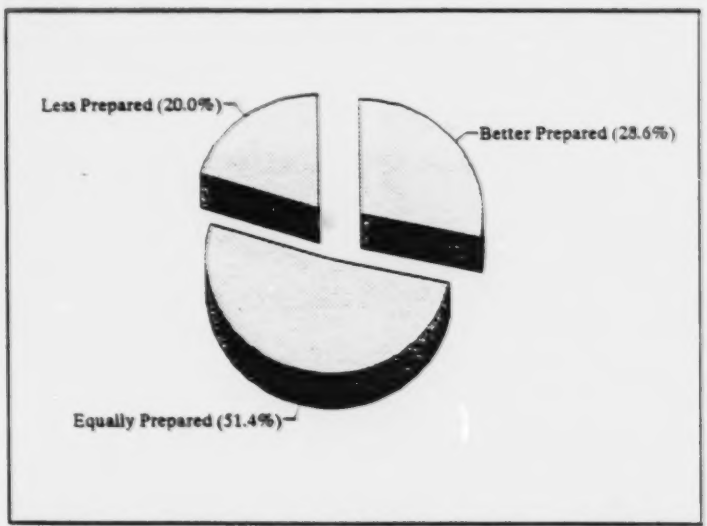

Figure 10 EVALUATION BY 1991-92 PVCC GRADUATE SURVEY RESPONDENTS OF THEIR PVCC PREPARATION FOR COLLEGE TRANSFER IN COMPARISON TO STUDENTS STARTING AS FRESHMEN AT THE TRANSFER INSTITUTIONS

These evaluations are broken down by PVCC degree and academic program in Table 30. One quarter of the AA graduates felt they were better prepared, and 75% felt they were equally prepared. Nearly one-third (29.2%) of the AS graduate respondents felt better prepared and 48.8% felt equally prepared. More than one-half of the AAS graduates felt better prepared than "native" students and approximately one-third felt about as well

prepared. Of the four certificate graduates responding to this item, 75% felt as equally prepared as "native" students and one (25%) felt less prepared.

The PVCC program with more than one respondent in which one-half or more of the respondents felt better prepared than "native" students was General Studies (n=5; 60%). The majority of respondents (n=43; 55.8%) felt equally prepared. In none of the PVCC programs did one-half or more of the respondents feel less prepared.

These evaluations are presented by four-year institution in Table 31 and by four-year field of study in Table 32. Senior institutions in which one-half or more of the respondents felt better prepared than "native" students were James Madison University (n=6; 66.7%), Mary Baldwin College (n=4; 75%), University of Miami (n=1; 100%), and the University of North Carolina (n=1; 100%). Longwood College (n=1; 100%), Mary Washington College (n=2; 50%), and Wesleyan University (n=1; 100%) were institutions in which one-half or more of the respondents felt less prepared.

Four-year fields of study in which one-half or more of the respondents felt better prepared academically than students beginning as freshmen were Accounting (n=1; 100%), French (n=1; 100%), Health Science (n=1; 100%), Religion (n=1; 100%), Sociology (n=5; 60%), and Spanish (n=2; 100%). In 4 four-year fields of study in which one-half or more of the respondents felt less prepared than "native" students were Chemistry (n=1; 100%), Civil Engineering (n=1; 100%), Economics (n=1; 100%), Management (n=1; 100%); and Sports Medicine (n=1; 100%).

As can be seen in Table 33, 1991-92 AA/AS graduate survey respondents responded to this question in a manner similar to previous survey respondents. While a lower percentage of 1991-92 respondents than 1990-91 respondents felt better prepared academically, a higher percentage felt equally prepared.

In comparing the quality of instruction between PVCC and the four-year institutions to which they transferred, more than half of the survey respondents felt the quality was the same at both institutions (see Table 34). Approximately one-fourth (22.2%) felt PVCC offered better quality instruction, and 25% felt the four-year colleges offered better quality instruction. The 1991-92 responses to the quality of instruction between PVCC and the four-year institutions to which they transferred, are similar to those of previous graduating classes. Note, however, that the percentage of respondents believing PVCC provides better quality education (24.2%) was the highest since 1982-83 (see Table 35).

With respect to the strictness of grading practices, 43.2% of the respondents felt that PVCC had the same grading practices as the four-year schools to which the respondents transferred (see Table 36). Just less than half (48.6%) felt that PVCC had less strict grading practices, and the remainder (8.1%) felt that PVCC had stricter grading practices.

As can be seen in Table 37, these evaluations are similar to the 1990-91 graduating class, but different from those of many previous PVCC graduating classes. With the exception of 1988-89 respondents, a larger percentage of 1991-92 respondents than those of 1986-87 through 1990-91 respondents felt that PVCC graded

more strictly. When comparing 1991-92 respondents to respondents from the two most recent previous classes, 1989-90 and 1990-91, a smaller percentage of 1991-92 respondents felt that PVCC graded with the same strictness.

With respect to student competitiveness, over three-quarters of the graduate survey respondents thought PVCC was less competitive than the four-year school to which they transferred (77.8%), and almost one-fifth (19.4%) thought both schools were equally competitive (see Table 38). Only one respondent (2.8%) believed that PVCC was more competitive.

A larger percentage of previous graduate survey respondents have usually believed that PVCC was less competitive, and a smaller percentage have believed that both institutions were the same. The percentage of 1991-92 college transfer respondents feeling that PVCC was less competitive than their transfer institutions was lower than 1990-91 college transfer respondents, and the percentage believing both colleges were the same was up from 1990-91 (See Table 39).

While survey respondents generally have believed that students are less competitive at PVCC than at four-year colleges or universities, they also have felt that PVCC faculty and staff are friendlier than faculty and staff at their four-year schools. As can be seen in Table 40, nearly half of the 1991-92 graduate survey respondents felt PVCC faculty and staff were friendlier (48.6%), and most of the remainder felt that faculty and staff friendliness was the same at PVCC as at the four-year school to which they transferred (43.2%). Three respondents felt that four-year faculty and staff were friendlier. The majority of respondents at 5 schools--College of William and Mary

(n=1; 100%), Mary Washington College (n=2; 50%), University of Virginia (n=18; 66.7%), Virginia Polytechnic Institute (n=1; 100%), and the University of Miami (n=1; 100%)--felt PVCC faculty and staff were friendlier. At the remaining schools, the majority felt both colleges were the same with respect to faculty and staff friendliness.

Table 41 presents the evaluation of faculty and staff friendliness by AA/AS respondents of the previous 11 graduating classes at PVCC. As can be seen, the percentage of 1991-92 respondents feeling that PVCC faculty and staff are friendlier was approximately 15% higher than that of the previous graduating class.

Sixty five percent of the 1991-92 survey respondents felt more individual attention to students is paid at PVCC than at the four-year colleges or universities to which they transferred. Approximately 25% felt that individual attention is the same at both institutions, and just over 10% felt that less attention is paid to students at PVCC (see Table 42). Respondents transferring to 6 senior institutions felt PVCC paid more attention to students. These were College of William and Mary (n=1; 100%), James Madison University (n=6; 50%), Mary Washington College (n=2; 50%), University of Virginia (n=18; 94.4%), Virginia Polytechnic Institute (n=1; 100%), and the University of Miami (n=1; 100%). Respondents at Mary Baldwin College (n=3; 66.7%) and Wesleyan University (n=1; 100%) reported more individual attention to students at these institutions than at PVCC.

As was the case with respect to faculty and staff friendliness, the evaluation by 1991-92 AA and AS graduate survey respondents of individual student attention was higher than that of previous graduating classes. Although, as can be seen in Table

43, few graduate survey respondents have believed that PVCC shows less individual attention to students than four-year schools, the percentage of 1991-92 respondents believing PVCC shows more attention to students was equal or higher than in the previous five surveys.

Most 1991-92 graduate survey respondents believed that the college transfer services offered by PVCC were helpful. Table 44 presents graduate evaluations of college transfer services offered by student services, academic programs, faculty, and Co-op. Respondents were also provided the opportunity to list other college transfer services. All respondents rated services as either excellent or good. The majority of respondents rated services provided by faculty as excellent. The "OTHER" service listed by one respondent, and rated as excellent, was counseling.

CONCLUSIONS

Major findings of this study included:

1. Most 1991-92 PVCC graduate survey respondents found meaningful and satisfying employment. Nearly 45% of the respondents were employed in full-time jobs related to their fields of study at PVCC. Most were either very satisfied (37.3%) or satisfied (50.7%) with their current jobs, and the majority planned to pursue these jobs as long-range careers.

2. Jobs held by survey respondents included nurse (28.9%), sales clerk (9.2%), secretary (5.3%), respiratory technician (5.3%), accountant (3.9%), and data entry operator (3.9%).

3. The mean, or average, annual salary earned by 1991-92 graduate survey respondents was $22,549, and the median, or midpoint, salary was $24,000. The highest salary reported was $59,800 and the lowest $3,000. The distribution of salaries was fairly normal, with 23.3% of all respondents earning less than $15,000, 34.9% earning between $15,000 and $25,000, and 41.9% earning $25,000 or more. The mean and median salaries for males were higher than those for females, and only one minority respondent reported his or her salary. Generally, older respondents earned more than younger respondents.

4. Almost 89% of the survey respondents believed that PVCC provided excellent (41.7%) or good (47.2%) academic preparation for jobs. Seven respondents (9.7%) believed PVCC provided fair academic preparation, and only one (1.4%) believed it provided poor preparation.

5. Almost all survey respondents felt they were academically better prepared (52.4%) or equally academically prepared (46.0%) in comparison to other new employees within the same career fields. Only 1.6% felt they were not as well prepared.

6. Almost 50% of all 1991-92 PVCC graduate survey respondents continuing their education at four-year colleges or universities transferred to the University of Virginia. Other institutions with more than one respondent were James Madison University, Mary Baldwin College and Mary Washington College. The most popular fields of study at four-year institutions were Education, English, Sociology, Business, Computer Science, and Psychology.

7. Most 1991-92 PVCC graduate survey respondents attending four-year colleges or universities were full-time students in good academic standing. The average GPA (grade point average) at the colleges or universities they selected was 3.278. The lowest GPA reported was 2.300 and the highest was 4.000.

8. The vast majority of survey respondents transferring to four-year colleges or universities believed that PVCC provided excellent (42.1%) or good (50%) academic preparation for transfer. None of the respondents felt that PVCC provided poor preparation. Most respondents also believed they were better (29.7%) or equally (51.4%) prepared in comparison to students who started as freshmen at the four-year schools to which the survey respondents transferred.

9. In comparing PVCC with the four-year schools to which they transferred, most PVCC graduates believed that the quality of instruction was the same at both institutions, that the grading practices were similar at both schools, that PVCC students tend to be less competitive than students at four-year schools, that PVCC faculty and staff are friendlier than four-year college faculty and staff, and that more individual attention is shown students at PVCC than at four-year institutions.

The PVCC learning experience means many things to its many different students. This was eloquently stated by one of the 1991-92 graduate survey respondents who wrote the following letter in the comment section of the survey.

> Since I can't really offer many suggestions for changes to make PVCC a better school, I would like to mention the things that should <u>not</u> be changed that made PVCC such a wonderful experience. First, the quality of instructors is superb. The great majority of my instructors were PHD's as opposed to other schools . . . who utilize many students to teach their lower level classes. The knowledge, interest and teaching skills of the professors far exceeds that of most students who attempt to teach. Another plus for PVCC was the low student/professor ratio. I always felt free to perform in class with a smaller group and never felt that I must introduce myself as a student from a particular

class when I went to talk to a professor. This is not true of the larger classes that I [now] attend. . . .

In summary, part of what makes PVCC such an excellent school may be what some students feel leaves them unprepared to transfer to a larger university. It is true, a student will probably not find an environment that will be as nurturing and competent as the one at PVCC. That's not necessarily a problem. Being nurtured early on helps build strength and confidence, traits that are necessary to face the "cold world." If PVCC had been as disorganized, impersonal and sometimes chaotic as [the four-year school I now attend] is at times, I might not have continued with my education. PVCC serves a wide variety of students, including older students and others who might not have pursued further education if not for the community college system. These students thrive <u>because</u> PVCC is different than larger institutions. Depriving these students of the "coddling" would be detrimental. Perhaps the most that PVCC should do to prepare students for their transfer into the "real world" is just advise them that it exists. Don't change a thing for me. . .

Sincerely,
[student's name]

TABLES

TABLE 1: Number of 1991-92 PVCC Graduates and Graduate Survey Respondents By Demographic Characteristics

CATEGORY	ALL GRADUATES	SURVEY RESPONDENTS	RETURN PCT.
SEX			
Male	89	35	39.3%
Female	144	73	50.7%
RACE			
White	208	104	50.0%
Black	19	3	15.8%
Asian	6	1	16.7%
Hispanic	0	0	--
Other	0	0	--
AGE			
Under 18	0	0	--
18-21	41	17	41.5%
22-24	49	23	46.9%
25-34	72	28	38.9%
35-44	54	28	51.9%
45-59	17	12	70.6%
60 & Over	0	0	--
RESIDENCE			
Albemarle	99	45	45.5%
Buckingham	4	1	25.0%
Fluvanna	20	11	55.0%
Greene	19	9	47.4%
Louisa	12	6	50.0%
Nelson	8	3	37.5%
Charlottesville	47	28	59.6%
TOTAL-IN-DISTRICT	209	103	49.3%
Out-of-District	22	5	22.7%
Out-of-State	2	0	0.0%
TOTAL	233	108	46.4%

SOURCE: Survey respondent data--graduate surveys; graduate data--VCCS SIS database.

TABLE 2: Number of 1991-92 PVCC Graduate Awards and Graduate Survey Respondent Awards by Program Enrollment and Degree

PROGRAM	ALL GRADUATES	SURVEY RESPONDENTS	PCT.
Fine Arts	3	3	100.0%
Liberal Arts	21	15	71.4%
A.A. DEGREE	24	18	75.0%
Business Administration	46	15	32.6%
Education	6	3	50.0%
General Studies	27	9	33.3%
Science	11	5	45.5%
A.S. DEGREE	90	32	35.6%
Accounting	7	3	42.9%
Computer Information Sys	9	5	55.6%
Draft & Design	2	1	50.0%
Electronics	2	1	50.0%
Management	7	4	57.1%
Marketing	3	2	66.7%
Nursing	37	21	56.8%
Office Systems Tech.	3	2	66.7%
Police Science	4	3	75.0%
Respiratory Therapy	9	5	55.6%
A.A.S. DEGREE	83	47	56.6%
Auto Mechanics	1	1	100.0%
Career Studies	35	13	37.1%
Clerical Studies	1	0	0.0%
Law Enforcement	6	3	50.0%
CERTIFICATE	43	17	39.5%
TOTAL	240	114	47.5%

SOURCE: Survey respondent data--graduate surveys; graduate data--VCCS SIS database. Six graduates earned two degrees. One graduate earned earned three degrees.

TABLE 3: Employment Status of 1991-92 PVCC Graduate Survey Respondents by Degree and Program

PROGRAM	Employed Full-Time Related Field		Employed Full-Time Unrelated Field		Employed Part-Time Related Field		Employed Part-Time Unrelated Field		Not Employed Seeking Job		Not Employed Not Seeking Job	
	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.
Fine Arts	1	33.3%	1	33.3%		0.0%		0.0%		0.0%	1	33.3%
Liberal Arts		0.0%	2	13.3%		0.0%	4	26.7%	1	6.7%	8	53.3%
A.A. DEGREE	1	5.6%	3	16.7%	0	0.0%	4	22.2%	1	5.6%	9	50.0%
Business Administration	2	14.3%	2	14.3%	1	7.1%		0.0%	1	7.1%	8	57.1%
Education		0.0%		0.0%		0.0%	1	33.3%	1	33.3%	1	33.3%
General Studies	3	33.3%	1	11.1%	1	11.1%	1	11.1%	1	11.1%	2	22.2%
Science	1	20.0%		0.0%	1	20.0%		0.0%		0.0%	3	60.0%
A.S. DEGREE	6	19.4%	3	9.7%	3	9.7%	2	6.5%	3	9.7%	14	45.2%
Accounting	1	33.3%		0.0%	1	33.3%	1	33.3%		0.0%		0.0%
Computer Information Sys	2	40.0%	2	40.0%		0.0%	1	20.0%		0.0%		0.0%
Draft & Design	1	100.0%		0.0%		0.0%		0.0%		0.0%		0.0%
Electronics	1	100.0%		0.0%		0.0%		0.0%		0.0%		0.0%
Management	3	75.0%		0.0%		0.0%	1	25.0%		0.0%		0.0%
Marketing	1	50.0%	1	50.0%		0.0%		0.0%		0.0%		0.0%
Nursing	19	90.5%		0.0%	2	9.5%		0.0%		0.0%		0.0%
Office Systems Tech.	2	100.0%		0.0%		0.0%		0.0%		0.0%		0.0%
Police Science		0.0%	1	50.0%		0.0%		0.0%		0.0%	1	50.0%
Respiratory Therapy	4	100.0%		0.0%		0.0%		0.0%		0.0%		0.0%
A.A.S. DEGREE	34	75.6%	4	8.9%	3	6.7%	3	6.7%	0	0.0%	1	2.2%
Auto Mechanics		0.0%	1	100.0%		0.0%		0.0%		0.0%		0.0%
Career Studies	8	61.5%	2	15.4%		0.0%	1	7.7%	1	7.7%	1	7.7%
Law Enforcement		0.0%	1	50.0%		0.0%		0.0%		0.0%	1	50.0%
Police Science		0.0%	1	100.0%		0.0%		0.0%		0.0%		0.0%
CERTIFICATE	8	47.1%	5	29.4%	0	0.0%	1	5.9%	1	5.9%	2	11.8%
TOTAL	49	44.1%	15	13.5%	6	5.4%	10	9.0%	5	4.5%	26	23.4%

Note that percentage figures are by row (program).

TABLE 4: Employment Status of PVCC Graduate Survey Respondents by Degree

YEAR/DEGREE	Employed Full-Time Related Field No.	Pct.	Employed Full-Time Unrelated Field No.	Pct.	Employed Part-Time Related Field No.	Pct.	Employed Part-Time Unrelated Field No.	Pct.	Not Employed Seeking Job No.	Pct.	Not Employed Not Seeking Job No.	Pct.
1981-1982												
AA/AS	10	19.2%	6	11.5%	1	1.9%	12	23.1%	2	3.8%	21	40.4%
AAS	44	63.8%	12	17.4%	5	7.2%	4	5.8%	2	2.9%	2	2.9%
Diploma/Certificate	10	66.7%	3	20.0%	0	0.0%	0	0.0%	2	13.3%	0	0.0%
TOTAL	64	47.1%	21	15.4%	6	4.4%	16	11.8%	6	4.4%	23	16.9%
1982-1983												
AA/AS	8	18.6%	9	20.9%	1	2.3%	11	25.6%	1	2.3%	13	30.2%
AAS	60	84.5%	4	5.6%	3	4.2%	0	0.0%	2	2.8%	2	2.8%
Diploma/Certificate	5	50.0%	3	30.0%	1	10.0%	0	0.0%	0	0.0%	1	10.0%
TOTAL	73	58.9%	16	12.9%	5	4.0%	11	8.9%	3	2.4%	16	12.9%
1983-1984	(A follow-up survey was not conducted for the class of 1983-1984)											
1984-1985												
AA/AS	7	21.2%	4	12.1%	3	9.1%	4	12.1%	3	9.1%	12	36.4%
AAS	46	71.9%	5	7.8%	8	12.5%	0	0.0%	4	6.3%	1	1.6%
Diploma/Certificate	20	76.9%	3	11.5%	0	0.0%	0	0.0%	1	3.8%	2	7.7%
TOTAL	73	59.3%	12	9.8%	11	8.9%	4	3.3%	8	6.5%	15	12.2%
1985-1986												
AA/AS	4	10.0%	9	22.5%	4	10.0%	4	10.0%	6	15.0%	13	32.5%
AAS	55	77.5%	5	7.0%	2	2.8%	2	2.8%	2	2.8%	5	7.0%
Diploma/Certificate	23	85.2%	2	7.4%	2	7.4%	0	0.0%	0	0.0%	0	0.0%
TOTAL	82	59.4%	16	11.6%	8	5.8%	6	4.3%	8	5.8%	18	13.0%
1986-1987												
AA/AS	12	24.0%	6	12.0%	6	12.0%	7	14.0%	4	8.0%	15	30.0%
AAS	51	85.0%	1	1.7%	2	3.3%	2	3.3%	2	3.3%	2	3.3%
Diploma/Certificate	19	73.1%	4	15.4%	2	7.7%	0	0.0%	1	3.8%	0	0.0%
TOTAL	82	60.3%	11	8.1%	10	7.4%	9	6.6%	7	5.1%	17	12.5%
1987-1988												
AA/AS	12	22.6%	12	22.6%	5	9.4%	8	15.1%	0	0.0%	16	30.2%
AAS	40	74.1%	9	16.7%	4	7.4%	1	1.9%	0	0.0%	0	0.0%
Diploma/Certificate	15	68.2%	1	4.5%	4	18.2%	1	4.5%	0	0.0%	1	4.5%
TOTAL	67	51.9%	22	17.1%	13	10.1%	10	7.8%	0	0.0%	17	13.2%
1988-1989												
AA/AS	17	20.2%	11	13.1%	11	13.1%	12	14.3%	8	9.5%	25	29.8%
AAS	37	69.8%	6	11.3%	6	11.3%	2	3.8%	1	1.9%	1	1.9%
Diploma/Certificate	21	77.8%	1	3.7%	2	7.4%	1	3.7%	1	3.7%	1	3.7%
TOTAL	75	45.7%	18	11.0%	19	11.6%	15	9.1%	10	6.1%	27	16.5%
1989-1990												
AA/AS	9	17.3%	10	19.2%	4	7.7%	7	13.5%	1	1.9%	21	40.4%
AAS	33	68.8%	6	12.5%	3	6.3%	4	8.3%	0	0.0%	2	4.2%
Diploma/Certificate	4	66.7%	0	0.0%	1	16.7%	1	16.7%	0	0.0%	0	0.0%
TOTAL	46	43.4%	16	15.1%	8	7.5%	12	11.3%	1	0.9%	23	21.7%
1990-1991												
AA/AS	7	10.3%	12	17.6%	5	7.4%	17	25.0%	1	1.5%	26	38.2%
AAS	35	71.4%	6	12.2%	5	10.2%	1	2.0%	1	2.0%	1	2.0%
Diploma/Certificate	3	42.9%	3	42.9%	0	0.0%	1	14.3%	0	0.0%	0	0.0%
TOTAL	45	36.3%	21	16.9%	10	8.1%	19	15.3%	2	1.6%	27	21.8%
1991-1992												
AA/AS	7	14.0%	6	12.0%	3	6.0%	6	12.0%	4	8.0%	24	48.0%
AAS	34	77.3%	4	9.1%	3	6.8%	3	6.8%	0	0.0%	0	0.0%
Diploma/Certificate	8	47.1%	5	29.4%	0	0.0%	1	5.9%	1	5.9%	2	11.8%
TOTAL	49	44.1%	15	13.5%	6	5.4%	10	9.0%	5	4.5%	26	23.4%

Note that percentage figures are by row (award).

TABLE 5: Employment Status of 1991-92 PVCC Graduate Survey Respondents by Job Category

JOB CATEGORY	Employed Full-Time Related Field		Employed Full-Time Unrelated Field		Employed Part-Time Related Field		Employed Part-Time Unrelated Field	
	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.
Accountant	2	66.7%	--	0.0%	1	33.3%	--	0.0%
Business Manager	--	0.0%	2	100.0%	--	0.0%	--	0.0%
Child Care Worker	2	100.0%	--	0.0%	--	0.0%	--	0.0%
Data Entry Operator	1	33.3%	1	33.3%	--	0.0%	1	33.3%
Draftsman	1	100.0%	--	0.0%	--	0.0%	--	0.0%
Electronics Worker	1	100.0%	--	0.0%	--	0.0%	--	0.0%
Engineering Technician	2	100.0%	--	0.0%	--	0.0%	--	0.0%
Nurse	19	86.4%	--	0.0%	3	13.6%	--	0.0%
Respiratory Technician	4	100.0%	--	0.0%	--	0.0%	--	0.0%
Sales Clerk	--	0.0%	4	57.1%	--	0.0%	3	42.9%
Secretary	3	75.0%	1	25.0%	--	0.0%	--	0.0%
OTHER	11	44.0%	7	28.0%	2	8.0%	5	20.0%
TOTAL	46	60.5%	15	19.7%	6	7.9%	9	11.8%

Note that percentage figures are by row (job category).

TABLE 6: When Current Jobs Were Obtained by PVCC Graduate Survey Respondents

YEAR/DEGREE	Before attending PVCC No.	Before attending PVCC Pct.	While attending PVCC No.	While attending PVCC Pct.	After attending PVCC No.	After attending PVCC Pct.
1981-1982						
(AAS only)	11	16.9%	14	21.5%	40	61.5%
1982-1983						
(AAS only)	16	22.2%	17	23.6%	39	54.2%
(A follow-up survey was not conducted for the class of 1983-1984)						
1984-1985						
AA/AS	6	30.0%	4	20.0%	10	50.0%
AAS	17	29.3%	11	19.0%	30	51.7%
Diploma/Certificate	10	90.9%	1	9.1%	0	0.0%
TOTAL	33	37.1%	16	18.0%	40	44.9%
1985-1986						
AA/AS	10	45.5%	5	22.7%	7	31.8%
AAS	9	13.4%	26	38.8%	32	47.8%
Diploma/Certificate	17	58.6%	6	20.7%	6	20.7%
TOTAL	36	30.5%	37	31.4%	45	38.1%
1986-1987						
AA/AS	4	13.3%	12	40.0%	14	46.7%
AAS	7	12.1%	24	41.4%	27	46.6%
Diploma/Certificate	17	60.7%	9	32.1%	2	7.1%
TOTAL	28	24.1%	45	38.8%	43	37.1%
1987-1988						
AA/AS	17	45.9%	12	32.4%	8	21.6%
AAS	10	18.9%	17	32.1%	26	49.1%
Diploma/Certificate	12	63.2%	3	15.8%	4	21.1%
TOTAL	39	35.8%	32	29.4%	38	34.9%
1988-1989						
AA/AS	10	38.5%	6	23.1%	10	38.5%
AAS	11	23.4%	17	36.2%	19	40.4%
Diploma/Certificate	10	47.6%	5	23.8%	6	28.6%
TOTAL	31	33.0%	28	29.8%	35	37.2%
1989-1990						
AA/AS	10	33.3%	12	40.0%	8	26.7%
AAS	7	14.9%	23	48.9%	17	36.2%
Diploma/Certificate	1	25.0%	2	50.0%	1	25.0%
TOTAL	18	22.2%	37	45.7%	26	32.1%
1990-1991						
AA/AS	15	37.5%	12	30.0%	13	32.5%
AAS	6	12.8%	24	51.1%	17	36.2%
Diploma/Certificate	3	42.9%	3	42.9%	1	14.3%
TOTAL	24	25.5%	39	41.5%	31	33.0%
1991-1992						
AA/AS	7	33.3%	9	42.9%	5	23.8%
AAS	7	15.9%	17	38.6%	20	45.5%
Diploma/Certificate	7	50.0%	2	14.3%	5	35.7%
TOTAL	21	26.6%	28	35.4%	30	38.0%

Note that percentage figures are by row (award).

TABLE 7: Satisfaction of PVCC Graduate Survey Respondents with their Current Jobs

YEAR/DEGREE	Very Satisfied No.	Pct.	Satisfied No.	Pct.	Not Very Satisfied No.	Pct.	Dissatisfied No.	Pct.
1981-1982								
AA/AS			(not available)					
AAS	14	21.5%	42	64.6%	9	13.8%	0	0.0%
Diploma/Certificate	2	16.7%	9	75.0%	1	8.3%	0	0.0%
TOTAL	16	20.8%	51	66.2%	10	13.0%	0	0.0%
1982-1983								
AA/AS			(not available)					
AAS	21	31.3%	39	58.2%	7	10.4%	0	0.0%
Diploma/Certificate	1	12.5%	6	75.0%	1	12.5%	0	0.0%
TOTAL	22	29.3%	45	60.0%	8	10.7%	0	0.0%
(A follow-up survey was not conducted for the class of 1983-1984)								
1984-1985								
AA/AS	8	40.0%	11	55.0%	1	5.0%	0	0.0%
AAS	16	26.7%	38	63.3%	6	10.0%	0	0.0%
Diploma/Certificate	3	23.1%	8	61.5%	1	7.7%	1	7.7%
TOTAL	27	29.0%	57	61.3%	8	8.6%	1	1.1%
1985-1986								
AA/AS	4	19.0%	14	66.7%	2	9.5%	1	4.8%
AAS	12	18.8%	47	73.4%	5	7.8%	0	0.0%
Diploma/Certificate	11	40.7%	14	51.9%	1	3.7%	1	3.7%
TOTAL	27	24.1%	75	67.0%	8	7.1%	2	1.8%
1986-1987								
AA/AS	7	24.1%	13	44.8%	7	24.1%	2	6.9%
AAS	20	35.1%	29	50.9%	7	12.3%	1	1.8%
Diploma/Certificate	4	14.8%	22	81.5%	0	0.0%	1	3.7%
TOTAL	31	27.4%	64	56.6%	14	12.4%	4	3.5%
1987-1988								
AA/AS	8	22.2%	20	55.6%	6	16.7%	2	5.6%
AAS	19	35.2%	30	55.6%	4	7.4%	1	1.9%
Diploma/Certificate	9	42.9%	11	52.4%	1	4.8%	0	0.0%
TOTAL	36	32.4%	61	55.0%	11	9.9%	3	2.7%
1988-1989								
AA/AS	7	28.0%	14	56.0%	4	16.0%	0	0.0%
AAS	11	23.9%	32	69.6%	3	6.5%	0	0.0%
Diploma/Certificate	7	33.3%	12	57.1%	2	9.5%	0	0.0%
TOTAL	25	27.2%	58	63.0%	9	9.8%	0	0.0%
1989-1990								
AA/AS	8	26.7%	17	56.7%	5	16.7%	0	0.0%
AAS	15	31.9%	32	68.1%	0	0.0%	0	0.0%
Diploma/Certificate	1	25.0%	2	50.0%	1	25.0%	0	0.0%
TOTAL	24	29.6%	51	63.0%	6	7.4%	0	0.0%
1990-1991								
AA/AS	11	27.5%	23	57.5%	6	15.0%	0	0.0%
AAS	13	28.3%	28	60.9%	5	10.9%	0	0.0%
Diploma/Certificate	3	42.9%	2	28.6%	2	28.6%	0	0.0%
TOTAL	27	29.0%	53	57.0%	13	14.0%	0	0.0%
1991-1992								
AA/AS	7	33.3%	12	57.1%	2	9.5%	0	0.0%
AAS	16	37.2%	23	53.5%	4	9.3%	0	0.0%
Diploma/Certificate	5	35.7%	5	35.7%	3	21.4%	1	7.1%
TOTAL	28	35.9%	40	51.3%	9	11.5%	1	1.3%

Note that percentage figures are by row (award).

TABLE 8: Job Satisfaction of 1991-92 PVCC Graduate Survey Respondents by Job Category

JOB CATEGORY	Very Satisfied No.	Pct.	Satisfied No.	Pct.	Not Very Satisfied No.	Pct.	Dissatisfied No.	Pct.
Accountant	2	66.7%	1	33.3%	0	0.0%	0	0.0%
Business M[illegible]ger	1	50.0%	0	0.0%	1	50.0%	0	0.0%
Child Care [illegible]er	1	50.0%	1	50.0%	0	0.0%	0	0.0%
Data Entry Ope[illegible]tor	1	33.3%	2	66.7%	0	0.0%	0	0.0%
Draftsman	0	0.0%	0	0.0%	1	100.0%	0	0.0%
Electronics Worker	1	100.0%	0	0.0%	0	0.0%	0	0.0%
Engineering Technician	0	0.0%	2	100.0%	0	0.0%	0	0.0%
Nurse	12	54.5%	9	40.9%	1	4.5%	0	0.0%
Respiratory Technician	1	25.0%	3	75.0%	0	0.0%	0	0.0%
Sales Clerk	3	42.9%	3	42.9%	1	14.3%	0	0.0%
Secretary	1	25.0%	3	75.0%	0	0.0%	0	0.0%
OTHER	5	20.8%	14	58.3%	4	16.7%	1	4.2%
TOTAL	28	37.3%	38	50.7%	8	10.7%	1	1.3%

Note that percentage figures are by row (job category).

TABLE 9: Intention of PVCC Graduate Survey Respondents to Pursue Current Jobs as Long-Range Careers

YEAR/DEGREE	Will pursue No.	Will pursue Pct.	Will not pursue No.	Will not pursue Pct.	Undecided No.	Undecided Pct.
1982-1983						
AA/AS			(not available)			
AAS	47	69.1%	11	16.2%	10	14.7%
Diploma/Certificate	4	50.0%	1	12.5%	3	37.5%
TOTAL	51	67.1%	12	15.8%	13	17.1%
(A follow-up survey was not conducted for the class of 1983-1984)						
1984-1985						
AA/AS	13	61.9%	6	28.6%	2	9.5%
AAS	44	73.3%	4	6.7%	12	20.0%
Diploma/Certificate	10	76.9%	1	7.7%	2	15.4%
TOTAL	67	71.3%	11	11.7%	16	17.0%
1985-1986						
AA/AS	10	50.0%	10	50.0%	--	--
AAS	50	84.7%	9	15.3%	--	--
Diploma/Certificate	21	84.0%	4	16.0%	--	--
TOTAL	81	77.9%	23	22.1%	--	--
1986-1987						
AA/AS	10	35.7%	18	64.3%	--	--
AAS	39	69.6%	17	30.4%	--	--
Diploma/Certificate	18	72.0%	7	28.0%	--	--
TOTAL	67	61.5%	42	38.5%	--	--
1987-1988						
AA/AS	12	41.4%	17	58.6%	0	0.0%
AAS	26	63.4%	15	36.6%	0	0.0%
Diploma/Certificate	14	77.8%	3	16.7%	1	5.6%
TOTAL	52	59.1%	35	39.8%	1	1.1%
1988-1989						
AA/AS	6	23.1%	11	42.3%	9	34.6%
AAS	32	69.6%	6	13.0%	8	17.4%
Diploma/Certificate	14	66.7%	1	4.8%	6	28.6%
TOTAL	52	55.9%	18	19.4%	23	24.7%
1989-1990						
AA/AS	9	29.0%	17	54.8%	5	16.1%
AAS	27	57.4%	8	17.0%	12	25.5%
Diploma/Certificate	2	50.0%	1	25.0%	1	25.0%
TOTAL	38	46.3%	26	31.7%	18	22.0%
1990-1991						
AA/AS	7	17.1%	26	63.4%	8	19.5%
AAS	27	58.7%	9	19.6%	10	21.7%
Diploma/Certificate	2	28.6%	2	28.6%	3	42.9%
TOTAL	36	38.3%	37	39.4%	21	22.3%
1991-1992						
AA/AS	6	31.6%	8	42.1%	5	26.3%
AAS	26	59.1%	6	13.6%	12	27.3%
Diploma/Certificate	7	50.0%	4	28.6%	3	21.4%
TOTAL	39	50.6%	18	23.4%	20	26.0%

Note that percentage figures are by row (award).

TABLE 10: Intention of 1991-92 PVCC Graduate Survey Respondents to Pursue Current Jobs as Long-Range Careers by Job Category

JOB CATEGORY	Will pursue		Will not pursue		Undecided	
	No.	Pct.	No.	Pct.	No.	Pct.
Accountant	2	66.7%	0	0.0%	1	33.3%
Business Manager	1	50.0%	1	50.0%	0	0.0%
Child Care Worker	1	50.0%	0	0.0%	1	50.0%
Data Entry Operator	1	33.3%	1	33.3%	1	33.3%
Draftsman	0	0.0%	0	0.0%	1	100.0%
Electronics Worker	1	100.0%	0	0.0%	0	0.0%
Engineering Technician	2	100.0%	0	0.0%	0	0.0%
Nurse	18	85.7%	1	4.8%	2	9.5%
Respiratory Technician	2	50.0%	0	0.0%	2	50.0%
Sales Clerk	1	14.3%	4	57.1%	2	28.6%
Secretary	2	50.0%	1	25.0%	1	25.0%
OTHER	7	29.2%	9	37.5%	8	33.3%
TOTAL	38	51.4%	17	23.0%	19	25.7%

Note that percentage figures are by row (job category).

TABLE 11: Evaluation by 1991-92 PVCC Graduate Survey Respondents of their Academic Preparation for Employment by Academic Program

PROGRAM	Excellent		Good		Fair		Poor	
	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.
Fine Arts	1	50.0%	1	50.0%	0	0.0%	0	0.0%
Liberal Arts	0	0.0%	4	66.7%	2	33.3%	0	0.0%
A.A. DEGREE	1	12.5%	5	62.5%	2	25.0%	0	0.0%
Business Administration	1	20.0%	3	60.0%	1	20.0%	0	0.0%
Education	0	0.0%	0	0.0%	0	0.0%	0	0.0%
General Studies	1	25.0%	3	75.0%	0	0.0%	0	0.0%
Science	0	0.0%	1	50.0%	1	50.0%	0	0.0%
A.S. DEGREE	2	18.2%	7	63.6%	2	18.2%	0	0.0%
Accounting	2	100.0%	0	0.0%	0	0.0%	0	0.0%
Computer Information Sys	1	20.0%	1	20.0%	2	40.0%	1	20.0%
Draft & Design	1	100.0%	0	0.0%	0	0.0%	0	0.0%
Electronics	1	100.0%	0	0.0%	0	0.0%	0	0.0%
Management	0	0.0%	4	100.0%	0	0.0%	0	0.0%
Marketing	0	0.0%	2	100.0%	0	0.0%	0	0.0%
Nursing	13	61.9%	8	38.1%	0	0.0%	0	0.0%
Office Systems Tech.	1	100.0%	0	0.0%	0	0.0%	0	0.0%
Police Science	1	100.0%	0	0.0%	0	0.0%	0	0.0%
Respiratory Therapy	2	50.0%	2	50.0%	0	0.0%	0	0.0%
A.A.S. DEGREE	22	52.4%	17	40.5%	2	4.8%	1	2.4%
Career Studies	4	36.4%	5	45.5%	2	18.2%	0	0.0%
Law Enforcement	2	100.0%	0	0.0%	0	0.0%	0	0.0%
CERTIFICATE	6	46.2%	5	38.5%	2	15.4%	0	0.0%
TOTAL	31	41.9%	34	45.9%	8	10.8%	1	1.4%

Note that percentage figures are by row (program).

TABLE 12: Evaluation by PVCC Graduate Survey Respondents of their Academic Preparation by PVCC for Employment

YEAR/DEGREE	Excellent No.	Excellent Pct.	Good No.	Good Pct.	Fair No.	Fair Pct.	Poor No.	Poor Pct.
1981-1982								
AA/AS			(not available)					
AAS	20	36.4%	23	41.8%	11	20.0%	1	1.8%
Diploma/Certificate	2	20.0%	5	50.0%	3	30.0%	0	0.0%
TOTAL	22	33.8%	28	43.1%	14	21.5%	1	1.5%
1982-1983								
AA/AS			(not available)					
AAS	18	27.3%	31	47.0%	16	24.2%	1	1.5%
Diploma/Certificate	0	0.0%	4	66.7%	2	33.3%	0	0.0%
TOTAL	18	25.0%	35	48.6%	18	25.0%	1	1.4%
(A follow-up survey was not conducted for the class of 1983-1984)								
1984-1985								
AA/AS	6	35.3%	6	35.3%	5	29.4%	0	0.0%
AAS	19	33.3%	31	54.4%	7	12.3%	0	0.0%
Diploma/Certificate	5	41.7%	4	33.3%	3	25.0%	0	0.0%
TOTAL	30	34.9%	41	47.7%	15	17.4%	0	0.0%
1985-1986								
AA/AS	4	25.0%	9	56.3%	2	12.5%	1	6.3%
AAS	21	33.9%	38	61.3%	3	4.8%	0	0.0%
Diploma/Certificate	6	25.0%	17	70.8%	1	4.2%	0	0.0%
TOTAL	31	30.4%	64	62.7%	6	5.9%	1	1.0%
1986-1987								
AA/AS	11	35.5%	17	54.8%	0	0.0%	3	9.7%
AAS	20	37.7%	32	60.4%	1	1.9%	0	0.0%
Diploma/Certificate	9	34.6%	14	53.8%	3	11.5%	0	0.0%
TOTAL	40	36.4%	63	57.3%	4	3.6%	3	2.7%
1987-1988								
AA/AS	10	30.3%	20	60.6%	2	6.1%	1	3.0%
AAS	16	31.4%	28	54.9%	5	9.8%	2	3.9%
Diploma/Certificate	9	50.0%	8	44.4%	1	5.6%	0	0.0%
TOTAL	35	34.3%	56	54.9%	8	7.8%	3	2.9%
1988-1989								
AA/AS	6	26.1%	15	65.2%	2	8.7%	0	0.0%
AAS	15	32.6%	29	63.0%	1	2.2%	1	2.2%
Diploma/Certificate	5	25.0%	14	70.0%	1	5.0%	0	0.0%
TOTAL	26	29.2%	58	65.2%	4	4.5%	1	1.1%
1989-1990								
AA/AS	8	30.8%	16	61.5%	2	7.7%	0	0.0%
AAS	21	46.7%	21	46.7%	3	6.7%	0	0.0%
Diploma/Certificate	2	33.3%	3	50.0%	1	16.7%	0	0.0%
TOTAL	31	40.3%	40	51.9%	6	7.8%	0	0.0%
1990-1991								
AA/AS	9	27.3%	22	66.7%	2	6.1%	0	0.0%
AAS	12	26.7%	31	68.9%	1	2.2%	1	2.2%
Diploma/Certificate	1	25.0%	3	75.0%	0	0.0%	0	0.0%
TOTAL	22	26.8%	56	68.3%	3	3.7%	1	1.2%
1991-1992								
AA/AS	3	15.8%	12	63.2%	4	21.1%	0	0.0%
AAS	22	52.4%	17	40.5%	2	4.8%	1	2.4%
Diploma/Certificate	6	46.2%	5	38.5%	2	15.4%	0	0.0%
TOTAL	31	41.9%	34	45.9%	8	10.8%	1	1.4%

Note that percentage figures are by row (award).

TABLE 13: Evaluation by 1991-92 PVCC Graduate Survey Respondents of their Academic Preparation for Employment by Employment Status and Job Satisfaction

CATEGORY	Excellent No.	Excellent Pct.	Good No.	Good Pct.	Fair No.	Fair Pct.	Poor No.	Poor Pct.
EMPLOYMENT STATUS								
Full-Time, Related	23	50.0%	21	45.7%	1	2.2%	1	2.2%
Full-Time, Unrelated	3	23.1%	7	53.8%	3	23.1%	0	0.0%
Part-Time, Related	3	50.0%	2	33.3%	1	16.7%	0	0.0%
Part-Time, Unrelated	1	14.3%	4	57.1%	2	28.6%	0	0.0%
JOB SATISFACTION								
Very Satisfied	16	61.5%	9	34.6%	1	3.8%	0	0.0%
Satisfied	9	23.7%	23	60.5%	5	13.2%	1	2.6%
Not Very Satisfied	3	50.0%	2	33.3%	1	16.7%	0	0.0%
Dissatisfied	1	100.0%	0	0.0%	0	0.0%	0	0.0%

Note that percentage figures are by row (category).

TABLE 14: Academic Preparation of 1991-92 PVCC Graduate Survey Respondents in Comparison to Other Employees Within the Same Career Fields by Academic Program

PROGRAM	Better Prepared No.	Pct.	About As Well Prepared No.	Pct.	Not As Well Prepared No.	Pct.
Fine Arts	0	0.0%	1	100.0%	0	0.0%
Liberal Arts	2	40.0%	3	60.0%	0	0.0%
A.A. DEGREE	2	33.3%	4	66.7%	0	0.0%
Business Administration	2	50.0%	2	50.0%	0	0.0%
Education	0	0.0%	0	0.0%	0	0.0%
General Studies	3	75.0%	1	25.0%	0	0.0%
Science	0	0.0%	2	100.0%	0	0.0%
A.S. DEGREE	5	50.0%	5	50.0%	0	0.0%
Accounting	0	0.0%	1	100.0%	0	0.0%
Computer Information Sys	3	75.0%	1	25.0%	0	0.0%
Draft & Design	1	100.0%	0	0.0%	0	0.0%
Electronics	1	100.0%	0	0.0%	0	0.0%
Management	1	33.3%	2	66.7%	0	0.0%
Marketing	0	0.0%	2	100.0%	0	0.0%
Nursing	12	60.0%	8	40.0%	0	0.0%
Office Systems Tech.	1	50.0%	1	50.0%	0	0.0%
Police Science	1	100.0%	0	0.0%	0	0.0%
Respiratory Therapy	2	50.0%	2	50.0%	0	0.0%
A.A.S. DEGREE	22	56.4%	17	43.6%	0	0.0%
Career Studies	5	62.5%	2	25.0%	1	12.5%
Law Enforcement	1	50.0%	1	50.0%	0	0.0%
CERTIFICATE	6	60.0%	3	30.0%	1	10.0%
TOTAL	35	53.8%	29	44.6%	1	1.5%

Note that percentage figures are by row (program).

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TABLE 15: Academic Preparation of 1991-92 PVCC Graduate Survey Respondents in Comparison to Other Employees Within the Same Career Fields by Job Category

JOB CATEGORY	Better Prepared No.	Pct.	About As Well Prepared No.	Pct.	Not As Well Prepared No.	Pct.
Accountant	0	0.0%	2	100.0%	0	0.0%
Business Manager	0	0.0%	1	100.0%	0	0.0%
Child Care Worker	1	50.0%	0	0.0%	1	50.0%
Data Entry Operator	1	50.0%	1	50.0%	0	0.0%
Draftsman	1	100.0%	0	0.0%	0	0.0%
Electronics Worker	1	100.0%	0	0.0%	0	0.0%
Engineering Technician	1	50.0%	1	50.0%	0	0.0%
Nurse	13	61.9%	8	38.1%	0	0.0%
Respiratory Technician	2	50.0%	2	50.0%	0	0.0%
Sales Clerk	1	20.0%	4	80.0%	0	0.0%
Secretary	1	50.0%	1	50.0%	0	0.0%
OTHER	10	52.6%	9	47.4%	0	0.0%
TOTAL	32	51.6%	29	46.8%	1	1.6%

Note that percentage figures are by row (job category).

TABLE 16: Evaluation by 1991-92 PVCC Graduate Survey Respondents of Career Assistance Services at the College

SERVICE	Excellent No.	Pct.	Good No.	Pct.	Fair No.	Pct.	Poor No.	Pct.
Student Services	6	22.2%	11	40.7%	8	29.6%	2	7.4%
Academic Program	21	45.7%	19	41.3%	6	13.0%	0	0.0%
Faculty	23	50.0%	19	41.3%	3	6.5%	1	2.2%
Co-operative Education	4	28.6%	3	21.4%	3	21.4%	4	28.6%
OTHER	5	71.4%	1	14.3%	0	0.0%	1	14.3%

Note that percentage figures are by row (service).

TABLE 17: Salaries of 1991-92 PVCC Graduates Survey Respondents by Academic Degree and Program

PROGRAM	No.	Mean Salary	Median Salary	Minimum Salary	Maximum Salary
Fine Arts	1	$10,080	--	$10,080	$10,080
Liberal Arts	5	$10,700	$11,000	$3,000	$18,500
A.A. DEGREE	6	$10,597	$10,540	$3,000	$18,500
Business Administration	2	$33,500	$33,500	$17,000	$50,000
General Studies	4	$22,385	$27,020	$4,000	$31,500
Science	1	$32,000	--	$32,000	$32,000
A.S. DEGREE	7	$26,934	$27,040	$4,000	$50,000
Accounting	2	$15,500	$15,500	$9,500	$21,500
Computer Information Sys	3	$15,167	$15,000	$12,500	$18,000
Drafting and Design	1	$20,800	--	$20,800	$20,800
Electronics	1	$31,700	--	$31,700	$31,700
Management	2	$38,900	$38,900	$18,000	$59,800
Nursing	12	$26,527	$26,262	$22,000	$32,000
Office Systems Tech.	1	$15,600	--	$15,600	$15,600
Police Science	1	$15,141	--	$15,141	$15,141
Respiratory Therapy	3	$23,451	$23,352	$23,000	$24,000
A.A.S. DEGREE	26	$24,085	$24,000	$9,500	$59,800
Auto Mechanics	1	$33,159	--	$33,159	$33,159
Career Studies	4	$22,011	$25,141	$12,480	$25,282
Law Enforcement	1	$15,141	--	$15,141	$15,141
CERTIFICATE	6	$22,724	$25,141	$12,480	$33,159
TOTAL	45	$22,549	$24,000	$3,000	$59,800

Note that a respondent's salary may be reported in more than one academic program if that respondent earned more than one degree.

TABLE 18: Salaries of 1991-92 PVCC Graduate Survey Respondents by Job Category

JOB CATEGORY	No.	Mean Salary	Median Salary	Minimum Salary	Maximum Salary
Accountant	3	$18,667	$21,500	$9,500	$25,000
Business Manager	2	$25,830	$25,830	$18,500	$33,159
Child Care Worker	1	$12,480	--	$12,480	$12,480
Data Entry Operator	1	$11,000	--	$11,000	$11,000
Draftsman	1	$20,800	--	$20,800	$20,800
Electronics Worker	1	$31,700	--	$31,700	$31,700
Engineering Technician	2	$28,641	$28,641	$25,282	$32,000
Nurse	12	$26,527	$26,262	$22,000	$32,000
Respiratory Technician	3	$23,451	$23,352	$23,000	$24,000
Sales Clerk	4	$8,520	$10,040	$3,000	$11,000
Secretary	2	$16,800	$16,800	$15,600	$18,000
OTHER	11	$25,180	$18,000	$4,000	$59,800
TOTAL	43	$22,657	$24,000	$3,000	$59,800

TABLE 19: Salaries of 1991-92 PVCC Graduate Survey Respondents by Employment Status and Job Satisfaction

CATEGORY	No.	Mean Salary	Median Salary	Minimum Salary	Maximum Salary
EMPLOYMENT STATUS					
Full-Time, Related	27	$27,458	$26,000	$12,480	$59,800
Full-Time, Unrelated	9	$17,709	$15,141	$10,080	$33,159
Part-Time, Related	1	$9,500	--	$9,500	$9,500
Part-Time, Unrelated	6	$10,667	$10,500	$3,000	$18,000
JOB SATISFACTION					
Very Satisfied	18	$24,226	$26,000	$3,000	$50,000
Satisfied	20	$22,355	$22,250	$10,000	$59,800
Not Very Satisfied	5	$18,220	$18,000	$4,000	$33,159
Dissatisfied	0	--	--	--	--

TABLE 20: Salaries of 1991-92 PVCC Graduate Survey Respondents by Sex, Race, and Age

JOB CATEGORY	No.	Mean Salary	Median Salary	Minimum Salary	Maximum Salary
SEX					
Male	14	$25,874	$24,641	$4,000	$59,800
Female	29	$21,104	$23,000	$3,000	$50,000
RACE					
White	42	$22,554	$23,676	$3,000	$59,800
Black	1	$27,000	--	$27,000	$27,000
Other	0	--	--	--	--
AGE					
Under 18	0	--	--	--	--
18-21	6	$10,767	$11,750	$3,000	$18,500
22-24	7	$19,717	$20,800	$10,080	$26,500
25-34	11	$20,674	$23,352	$10,000	$32,000
35-44	14	$29,023	$26,562	$18,000	$59,800
45-59	5	$27,580	$26,400	$9,500	$50,000
60 & Over	0	--	--	--	--

TABLE 21: Fields of Study at Four-Year Colleges or Universities of 1991-92 PVCC Graduate Survey Respondents

FIELD OF STUDY	CUA	CWM	JMU	LC	MBC	MWC	UA	UM	UNC	UVA	VPI	WU	TOTAL
Accounting	--	--	--	--	--	--	--	--	1	--	--	--	1
Business Administration	--	--	--	1	1	--	1	--	--	1	--	--	4
Chemical Engineering	--	--	--	--	--	--	--	--	--	1	--	--	1
Chemistry	--	--	--	--	--	--	--	--	--	--	--	1	1
Civil Engineering	--	--	--	--	--	--	--	--	--	1	--	--	1
Computer Science	--	--	2	--	--	--	--	--	--	2	--	--	4
Economics	--	--	--	--	--	--	--	--	--	1	--	--	1
Education	--	1	1	--	1	--	--	--	--	4	--	--	7
English	--	1	--	--	--	--	--	1	--	3	--	--	5
Foreign Affairs	--	--	--	--	--	--	--	--	--	1	--	--	1
French	--	--	1	--	--	--	--	--	--	--	--	--	1
Health Science-Public Health	--	--	1	--	--	--	--	--	--	--	--	--	1
History	--	--	--	--	--	--	--	--	--	1	--	--	1
Management	--	--	--	--	--	1	--	--	--	--	--	--	1
Marketing	--	--	--	1	--	--	--	--	--	1	1	--	3
Mathematics	--	--	--	--	--	--	--	--	--	2	--	--	2
Nursing	1	--	--	--	--	--	--	--	--	--	--	--	1
Political Science	--	--	1	--	--	--	--	--	--	--	--	--	1
Psychology	--	--	1	--	--	1	--	--	--	2	--	--	4
Religion	--	--	--	--	1	--	--	--	--	--	--	--	1
Sociology	--	--	--	--	3	--	--	--	--	2	--	--	5
Spanish	--	--	1	--	--	--	--	--	--	1	--	--	2
Sports Medicine	--	--	--	--	--	--	--	--	--	1	--	--	1
TOTAL	1	2	8	2	6	2	1	1	1	24	1	1	50

Note that a respondent's field of study may include more than one.

CUA: Catholic University of America
CWM: College of William and Mary
JMU: James Madison University
LC: Longwood College
MBC: Mary Baldwin College
MWC: Mary Washington College
UA: University of Arizona
UM: University of Miami
UNC: University of North Carolina
UVA: University of Virginia
VPI: Virginia Polytechnic Institute & State University
WU: Wesleyan University

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TABLE 22: Average GPA's of 1991-92 PVCC Graduate Survey Respondents at Four-Year Colleges and Universities

CATEGORY	No.	Average GPA	Minimum GPA	Maximum GPA
College of William and Mary	1	3.300	3.300	3.300
James Madison University	4	3.185	3.000	3.500
Longwood College	1	2.500	2.500	2.500
Mary Baldwin College	2	3.849	3.600	4.000
Mary Washington College	1	4.000	4.000	4.000
University of North Carolina	1	3.300	3.300	3.300
University of Virginia	15	3.224	2.300	3.840
Virginia Polytechnic Inst.	1	3.000	3.000	3.000
TOTAL	26	3.278	2.300	4.000

TABLE 23: Average GPA's of 1991-92 PVCC Graduate Survey Respondents at Four-Year Colleges or Universities by Four-Year Field of Study

FIELD OF STUDY	No.	Average GPA	Minimum GPA	Maximum GPA
Accounting	1	3.300	3.300	3.300
Business Administration	2	2.400	2.300	2.500
Chemical Engineering	1	3.500	3.500	3.500
Civil Engineering	1	3.000	3.000	3.000
Computer Information Sys	3	3.386	3.000	3.660
Education	7	3.493	3.000	3.840
English	3	3.314	3.250	3.400
Foreign Affairs	1	2.480	2.480	2.480
French	1	3.500	3.500	3.500
Health Science	1	3.200	3.200	3.200
History	1	3.000	3.000	3.000
Marketing	3	2.857	2.500	3.000
Mathematics	2	3.000	3.000	3.000
Political Science	1	3.000	3.000	3.000
Psychology	2	3.648	3.400	4.000
Sociology	4	3.650	3.200	4.000
Spanish	2	3.763	3.500	3.840
Sports Medicine	1	3.000	3.000	3.000
Total	37	3.310	2.300	4.000

TABLE 24: Average GPA's of 1991-92 PVCC Graduate Survey Respondents at Four-Year Colleges and Universities by Sex, Race, and Age

CATEGORY	No.	Average GPA	Minimum GPA	Maximum GPA
SEX				
Male	15	2.934	2.000	3.900
Female	17	3.474	3.000	4.000
RACE				
White	31	3.230	2.000	4.000
Black	0	--	--	--
Other	1	3.900	3.900	3.900
AGE				
Under 18	0	--	--	--
18-21	12	3.181	2.300	3.600
22-24	10	3.153	2.480	3.900
25-34	5	3.133	2.980	3.500
35-44	4	3.476	2.000	4.000
45-59	1	4.000	4.000	4.000
60 & Over	0	--	--	--

TABLE 25: Fields of Study at Two-Year and Specialized Institutions of 1991-92 PVCC Graduate Survey Respondents

FIELD OF STUDY	CATEC	PVCC	VCU	TOTAL
Business	--	2	--	2
General Studies	--	1	--	1
High Voltage Apprenticeship	1	--	--	1
Mechanical Technology	--	1	--	1
Nursing	--	1	--	1
Science	--	1	--	1
Urban Revitalization	--	--	1	1
Not Given	--	2	--	2
TOTAL	1	8	1	10

CATEC: Charlottesville Albemarle Technical Education Center
PVCC: Piedmont Virginia Community College
VCU: Virginia Commonwealth University

Note: VCU is a four year institutions with the respondent indicating other than a traditional enrollment relationship.

TABLE 26: Evaluation by 1991-92 PVCC Graduate Survey Respondents of their Academic Preparation for College Transfer by Academic Program

PROGRAM	Excellent No.	Excellent Pct.	Good No.	Good Pct.	Fair No.	Fair Pct.	Poor No.	Poor Pct.
Fine Arts	0	0.0%	1	100.0%	0	0.0%	0	0.0%
Liberal Arts	8	66.7%	3	25.0%	1	8.3%	0	0.0%
A.A. DEGREE	8	61.5%	4	30.8%	1	7.7%	0	0.0%
Business Administration	3	23.1%	9	69.2%	1	7.7%	0	0.0%
Education	1	33.3%	2	66.7%	0	0.0%	0	0.0%
General Studies	3	50.0%	3	50.0%	0	0.0%	0	0.0%
Science	1	33.3%	1	33.3%	1	33.3%	0	0.0%
A.S. DEGREE	8	32.0%	15	60.0%	2	8.0%	0	0.0%
Computer Information Sys	0	0.0%	1	100.0%	0	0.0%	0	0.0%
Management	0	0.0%	1	100.0%	0	0.0%	0	0.0%
Marketing	0	0.0%	1	50.0%	1	50.0%	0	0.0%
Nursing	1	100.0%	0	0.0%	0	0.0%	0	0.0%
Police Science	1	100.0%	0	0.0%	0	0.0%	0	0.0%
A.A.S. DEGREE	2	33.3%	3	50.0%	1	16.7%	0	0.0%
Career Studies	2	40.0%	3	60.0%	0	0.0%	0	0.0%
Law Enforcement	1	100.0%	0	0.0%	0	0.0%	0	0.0%
CERTIFICATE	3	50.0%	3	50.0%	0	0.0%	0	0.0%
TOTAL	21	42.0%	25	50.0%	4	8.0%	0	0.0%

Note that percentage figures are by row (program).

TABLE 27: Evaluation by 1991-92 PVCC Graduate Survey Respondents of their Academic Preparation for College Transfer by Four-Year College or University

COLLEGE OR UNIVERSITY	Excellent No.	Excellent Pct.	Good No.	Good Pct.	Fair No.	Fair Pct.	Poor No.	Poor Pct.
Catholic University of America	1	100.0%	0	0.0%	0	0.0%	0	0.0%
College of William and Mary	0	0.0%	1	100.0%	0	0.0%	0	0.0%
James Madison University	2	33.3%	4	66.7%	0	0.0%	0	0.0%
Longwood College	0	0.0%	0	0.0%	1	100.0%	0	0.0%
Mary Baldwin College	1	25.0%	2	50.0%	1	25.0%	0	0.0%
Mary Washington College	1	50.0%	1	50.0%	0	0.0%	0	0.0%
University of Arizona	0	0.0%	1	100.0%	0	0.0%	0	0.0%
University of Miami	0	0.0%	1	100.0%	0	0.0%	0	0.0%
University of North Carolina	1	100.0%	0	0.0%	0	0.0%	0	0.0%
University of Virginia	10	55.6%	8	44.4%	0	0.0%	0	0.0%
Virginia Polytechnic	0	0.0%	1	100.0%	0	0.0%	0	0.0%
Wesleyan University	0	0.0%	0	0.0%	1	100.0%	0	0.0%
TOTAL	16	42.1%	19	50.0%	3	7.9%	0	0.0%

Note that percentage figures are by row (college or university).

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TABLE 28: Evaluation of 1991-92 PVCC Graduate Survey Respondents of their Academic Preparation for College Transfer by Four-Year Field of Study

FIELD OF STUDY	Excellent		Good		Fair		Poor	
	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.
Accounting	1	100.0%	0	0.0%	0	0.0%	0	0.0%
Business Administration	1	25.0%	2	50.0%	1	25.0%	0	0.0%
Chemical Engineering	1	100.0%	0	0.0%	0	0.0%	0	0.0%
Chemistry	0	0.0%	0	0.0%	1	100.0%	0	0.0%
Civil Engineering	0	0.0%	1	100.0%	0	0.0%	0	0.0%
Computer Science	0	0.0%	4	100.0%	0	0.0%	0	0.0%
Economics	0	0.0%	1	100.0%	0	0.0%	0	0.0%
Education	4	57.1%	3	42.9%	0	0.0%	0	0.0%
English	1	20.0%	4	80.0%	0	0.0%	0	0.0%
Foreign Affairs	1	100.0%	0	0.0%	0	0.0%	0	0.0%
French	1	100.0%	0	0.0%	0	0.0%	0	0.0%
Health Science	0	0.0%	1	100.0%	0	0.0%	0	0.0%
History	1	100.0%	0	0.0%	0	0.0%	0	0.0%
Management	0	0.0%	1	100.0%	0	0.0%	0	0.0%
Marketing	0	0.0%	2	66.7%	1	33.3%	0	0.0%
Mathematics	2	100.0%	0	0.0%	0	0.0%	0	0.0%
Nursing	1	100.0%	0	0.0%	0	0.0%	0	0.0%
Political Science	0	0.0%	1	100.0%	0	0.0%	0	0.0%
Psychology	3	75.0%	1	25.0%	0	0.0%	0	0.0%
Religion	0	0.0%	1	100.0%	0	0.0%	0	0.0%
Sociology	3	60.0%	1	20.0%	1	20.0%	0	0.0%
Spanish	2	100.0%	0	0.0%	0	0.0%	0	0.0%
Sports Medicine	0	0.0%	1	100.0%	0	0.0%	0	0.0%
Total	22	44.0%	24	48.0%	4	8.0%	0	0.0%

Note that percentage figures are by row (field of study).

TABLE 29: Evaluation by PVCC AA/AS Graduate Survey Respondents of their Academic Preparation for College Transfer

YEAR	Excellent		Good		Fair		Poor	
	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.
1980-1981	8	33.3%	14	58.3%	2	8.3%	0	0.0%
1981-1982	11	37.9%	15	51.7%	3	10.3%	0	0.0%
1982-1983	10	34.5%	10	34.5%	9	31.0%	0	0.0%
1983-1984	(A follow-up survey was not conducted)							
1984-1985	10	43.5%	7	30.4%	6	26.1%	0	0.0%
1985-1986	11	39.3%	12	42.9%	5	17.9%	0	0.0%
1986-1987	12	40.0%	13	43.3%	5	16.7%	0	0.0%
1987-1988	13	40.6%	17	53.1%	1	3.1%	1	3.1%
1988-1989	20	47.6%	20	47.6%	1	2.4%	1	2.4%
1989-1990	14	34.1%	26	63.4%	1	2.4%	0	0.0%
1990-1991	17	33.3%	30	58.8%	4	7.8%	0	0.0%
1991-1992	16	42.1%	19	50.0%	3	7.9%	0	0.0%

Note that percentage figures are by row (year).

TABLE 30: Evaluation by 1991-92 PVCC Survey Respondents of their Academic Preparation at PVCC by Academic Program for College Transfer Compared to Students Starting as Freshmen at the Transfer Institutions

PROGRAM	Better Prepared No.	Pct.	Equally Prepared No.	Pct.	Less Prepared No.	Pct.
Fine Arts	1	100.0%	0	0.0%	0	0.0%
Liberal Arts	2	18.2%	9	81.8%	0	0.0%
A.A. DEGREE	3	25.0%	9	75.0%	0	0.0%
Business Administration	3	23.1%	7	53.8%	3	23.1%
Education	1	33.3%	2	66.7%	0	0.0%
General Studies	3	60.0%	1	20.0%	1	20.0%
Science	0	0.0%	1	33.3%	2	66.7%
A.S. DEGREE	7	29.2%	11	45.8%	6	25.0%
Computer Information Sys	1	100.0%	0	0.0%	0	0.0%
Marketing	1	100.0%	0	0.0%	0	0.0%
Police Science	0	0.0%	1	100.0%	0	0.0%
A.A.S. DEGREE	2	66.7%	1	33.3%	0	0.0%
Career Studies	0	0.0%	2	66.7%	1	33.3%
Law Enforcement	0	0.0%	1	100.0%	0	0.0%
CERTIFICATE	0	0.0%	3	75.0%	1	25.0%
TOTAL	12	27.9%	24	55.8%	7	16.3%

Note that percentage figures are by row (program).

TABLE 31: Evaluation by 1991-92 PVCC Graduate Survey Respondents by Four-Year Institution of their Academic Preparation at PVCC in Comparison to Students Starting as Freshmen at the Transfer Institutions

COLLEGE OR UNIVERSITY	Better Prepared No.	Pct.	Equally Prepared No.	Pct.	Less Prepared No.	Pct.
College of William and Mary	0	0.0%	1	100.0%	0	0.0%
James Madison University	4	66.7%	2	33.3%	0	0.0%
Longwood College	0	0.0%	0	0.0%	1	100.0%
Mary Baldwin College	3	75.0%	1	25.0%	0	0.0%
Mary Washington College	0	0.0%	1	50.0%	1	50.0%
University of Arizona	0	0.0%	1	100.0%	0	0.0%
University of Miami	1	100.0%	0	0.0%	0	0.0%
University of North Carolina	1	100.0%	0	0.0%	0	0.0%
University of Virginia	2	11.1%	12	66.7%	4	22.2%
Virginia Polytechnic	0	0.0%	1	100.0%	0	0.0%
Wesleyan University	0	0.0%	0	0.0%	1	100.0%
TOTAL	11	29.7%	19	51.4%	7	18.9%

Note that percentage figures are by row (college or university).

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TABLE 32: Evaluation by 1991-92 PVCC Graduate Survey Respondents by Four-Year Field of Study of their Academic Preparation at PVCC in Comparison to Students Starting as Freshmen at the Transfer Institutions

FIELD OF STUDY	Better Prepared No.	Pct.	Equally Prepared No.	Pct.	Less Prepared No.	Pct.
Accounting	1	100.0%	--	0.0%	--	0.0%
Business Administration	1	25.0%	2	50.0%	1	25.0%
Chemical Engineering	--	0.0%	1	100.0%	--	0.0%
Chemistry	--	0.0%	--	0.0%	1	100.0%
Civil Engineering	--	0.0%	--	0.0%	1	100.0%
Computer Science	1	25.0%	3	75.0%	--	0.0%
Economics	--	0.0%	--	0.0%	1	100.0%
Education	3	42.9%	4	57.1%	--	0.0%
English	1	20.0%	3	60.0%	1	20.0%
Foreign Affairs	--	0.0%	1	100.0%	--	0.0%
French	1	100.0%	--	0.0%	--	0.0%
Health Science	1	100.0%	--	0.0%	--	0.0%
History	--	0.0%	1	100.0%	--	0.0%
Management	--	0.0%	--	0.0%	1	100.0%
Marketing	--	0.0%	2	66.7%	1	33.3%
Mathematics	--	0.0%	2	100.0%	--	0.0%
Political Science	--	0.0%	1	100.0%	--	0.0%
Psychology	1	25.0%	2	50.0%	1	25.0%
Religion	1	100.0%	--	0.0%	--	0.0%
Sociology	3	60.0%	2	40.0%	--	0.0%
Spanish	2	100.0%	--	0.0%	--	0.0%
Sports Medicine	--	0.0%	--	0.0%	1	100.0%
Total	16	32.7%	24	49.0%	9	18.4%

Note that percentage figures are by row (field of study).

TABLE 33: Evaluation by PVCC AA/AS Graduate Survey Respondents of their Academic Preparation at PVCC in Comparison to Students Starting as Freshmen at the Transfer Institutions

YEAR	Better Prepared No.	Pct.	Equally Prepared No.	Pct.	Less Prepared No.	Pct.
1980-1981	4	16.7%	17	70.8%	3	12.5%
1981-1982	8	28.6%	14	50.0%	6	21.4%
1982-1983	10	32.3%	15	48.4%	6	19.4%
1983-1984	(A follow-up survey was not conducted)					
1984-1985	6	28.6%	9	42.9%	6	28.6%
1985-1986	8	29.6%	15	55.6%	4	14.8%
1986-1987	11	40.7%	7	25.9%	9	33.3%
1987-1988	8	25.8%	21	67.7%	2	6.5%
1988-1989	12	36.4%	19	57.6%	2	6.1%
1989-1990	13	35.1%	20	54.1%	4	10.8%
1990-1991	19	38.0%	23	46.0%	8	16.0%
1991-1992	10	27.8%	20	55.6%	6	16.7%

Note that percentage figures are by row (year).

TABLE 34: Evaluation by 1991-92 PVCC Graduate Survey Respondents of the Quality of Instruction between PVCC and the Four-Year Colleges and Universities to which they Transferred

COLLEGE OR UNIVERSITY	PVCC better quality No.	Pct.	Both colleges the same No.	Pct.	PVCC less quality No.	Pct.
Catholic University of America	--	0.0%	--	0.0%	1	100.0%
College of William and Mary	--	0.0%	1	100.0%	--	0.0%
James Madison University	1	16.7%	2	33.3%	3	50.0%
Longwood College	--	0.0%	1	100.0%	--	0.0%
Mary Baldwin College	--	0.0%	2	100.0%	--	0.0%
Mary Washington College	1	50.0%	1	50.0%	--	0.0%
University of Arizona	--	0.0%	--	0.0%	1	100.0%
University of Miami	--	0.0%	1	100.0%	--	0.0%
University of North Carolina	--	0.0%	1	100.0%	--	0.0%
University of Virginia	6	33.3%	9	50.0%	3	16.7%
Virginia Polytechnic Institute	--	0.0%	1	100.0%	--	0.0%
Wesleyan University	--	0.0%	--	0.0%	1	100.0%
TOTAL	8	22.2%	19	52.8%	9	25.0%

Note that percentage figures are by row (college or university).

TABLE 35: Evaluation by PVCC AA/AS Graduate Survey Respondents of the Quality of Instruction between PVCC and the Four-Year Colleges and Universities to which they Transferred

YEAR	PVCC better quality		Both colleges the same		PVCC less quality	
	No.	Pct.	No.	Pct.	No.	Pct.
1980-1981	2	8.7%	17	73.9%	4	17.4%
1981-1982	5	18.5%	14	51.9%	8	29.6%
1982-1983	10	31.3%	16	50.0%	6	18.8%
1983-1984	(A follow-up survey was not conducted)					
1984-1985	2	9.1%	12	54.5%	8	36.4%
1985-1986	6	23.1%	16	61.5%	4	15.4%
1986-1987	4	17.4%	16	69.6%	3	13.0%
1987-1988	5	17.9%	16	57.1%	7	25.0%
1988-1989	5	14.7%	25	73.5%	4	11.8%
1989-1990	5	13.9%	24	66.7%	7	19.4%
1990-1991	5	10.0%	36	72.0%	9	18.0%
1991-1992	8	24.2%	18	54.5%	7	21.2%

Note that percentage figures are by row (year).

TABLE 36: Evaluation by 1991-92 PVCC Graduate Survey Respondents of the Strictness of Grading Practices Between PVCC and the Four-Year Colleges and Universities to which they Transferred

COLLEGE OR UNIVERSITY	PVCC stricter		Both colleges the same		PVCC less strict	
	No.	Pct.	No.	Pct.	No.	Pct.
Catholic University of America	--	0.0%	--	0.0%	1	100.0%
College of William and Mary	--	0.0%	--	0.0%	1	100.0%
James Madison University	1	16.7%	2	33.3%	3	50.0%
Longwood College	--	0.0%	--	0.0%	1	100.0%
Mary Baldwin College	1	33.3%	2	66.7%	--	0.0%
Mary Washington College	--	0.0%	1	50.0%	1	50.0%
University of Arizona	--	0.0%	1	100.0%	--	0.0%
University of Miami	--	0.0%	1	100.0%	--	0.0%
University of North Carolina	--	0.0%	--	0.0%	1	100.0%
University of Virginia	1	5.6%	8	44.4%	9	50.0%
Virginia Polytechnic Institute	--	0.0%	1	100.0%	--	0.0%
Wesleyan University	--	0.0%	--	0.0%	1	100.0%
TOTAL	3	8.1%	16	43.2%	18	48.6%

Note that percentage figures are by row (college or university).

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TABLE 37: Evaluation by PVCC AA/AS Graduate Survey Respondents of the Strictness of Grading Practices between PVCC and the Four-Year Colleges and Universities to Which They Transferred

YEAR	PVCC stricter No.	PVCC stricter Pct.	Both colleges the same No.	Both colleges the same Pct.	PVCC less strict No.	PVCC less strict Pct.
1980-1981	0	0.0%	8	36.4%	14	63.6%
1981-1982	0	0.0%	13	46.4%	15	53.6%
1982-1983	2	6.1%	21	63.6%	10	30.3%
1983-1984	(A follow-up survey was not conducted)					
1984-1985	0	0.0%	8	36.4%	14	63.6%
1985-1986	3	11.5%	10	38.5%	13	50.0%
1986-1987	1	4.2%	9	37.5%	14	58.3%
1987-1988	1	3.6%	10	35.7%	17	60.7%
1988-1989	2	6.1%	21	63.6%	10	30.3%
1989-1990	0	0.0%	23	63.9%	13	36.1%
1990-1991	1	2.0%	24	48.0%	25	50.0%
1991-1992	2	6.1%	16	48.5%	15	45.5%

Note that percentage figures are by row (year).

TABLE 38: Evaluation by 1991-92 PVCC Graduate Survey Respondents of Student Competitiveness Between PVCC and the Four-Year Colleges and Universities to Which They Transferred

COLLEGE OR UNIVERSITY	PVCC more competitive No.	PVCC more competitive Pct.	Both colleges the same No.	Both colleges the same Pct.	PVCC less competitive No.	PVCC less competitive Pct.
Catholic University of America	--	0.0%	--	0.0%	1	100.0%
College of William and Mary	--	0.0%	--	0.0%	1	100.0%
James Madison University	1	16.7%	--	0.0%	5	83.3%
Longwood College	--	0.0%	--	0.0%	1	100.0%
Mary Baldwin College	--	0.0%	1	50.0%	1	50.0%
Mary Washington College	--	0.0%	1	50.0%	1	50.0%
University of Arizona	--	0.0%	--	0.0%	1	100.0%
University of Miami	--	0.0%	1	100.0%	--	0.0%
University of North Carolina	--	0.0%	--	0.0%	1	100.0%
University of Virginia	--	0.0%	3	16.7%	15	83.3%
Virginia Polytechnic Institute	--	0.0%	--	0.0%	1	100.0%
Wesleyan University	--	0.0%	1	100.0%	--	0.0%
TOTAL	1	2.8%	7	19.4%	28	77.8%

Note that percentage figures are by row (college or university).

TABLE 39: Evaluation by PVCC AA/AS Graduate Survey Respondents of Student Competitiveness Between PVCC and the Four-Year Colleges and Universities to Which They Transferred.

YEAR	PVCC more competitive		Both colleges the same		PVCC less competitive	
	No.	Pct.	No.	Pct.	No.	Pct.
1980-1981	0	0.0%	4	20.0%	16	80.0%
1981-1982	3	11.1%	7	25.9%	17	63.0%
1982-1983	0	0.0%	10	31.3%	22	68.8%
1983-1984	(A follow-up survey was not conducted)					
1984-1985	0	0.0%	8	36.4%	14	63.6%
1985-1986	0	0.0%	8	29.6%	19	70.4%
1986-1987	2	8.3%	9	37.5%	13	54.2%
1987-1988	1	3.8%	10	38.5%	15	57.7%
1988-1989	1	3.0%	10	30.3%	22	66.7%
1989-1990	0	0.0%	12	34.3%	23	65.7%
1990-1991	3	6.3%	7	14.6%	38	79.2%
1991-1992	1	3.0%	7	21.2%	25	75.8%

Note that percentage figures are by row (year).

TABLE 40: Evaluation by 1991-92 PVCC Graduate Survey Respondents of Faculty and Staff Friendliness Between PVCC and the Four-Year Colleges and Universities to Which They Transferred

COLLEGE OR UNIVERSITY	PVCC more friendly		Both colleges the same		PVCC less friendly	
	No.	Pct.	No.	Pct.	No.	Pct.
Catholic University of America	--	0.0%	1	100.0%	--	0.0%
College of William and Mary	1	100.0%	--	0.0%	--	0.0%
James Madison University	2	33.3%	3	50.0%	1	16.7%
Longwood College	--	0.0%	1	100.0%	--	0.0%
Mary Baldwin College	--	0.0%	2	66.7%	1	33.3%
Mary Washington College	1	50.0%	1	50.0%	--	0.0%
University of Arizona	--	0.0%	1	100.0%	--	0.0%
University of Miami	1	100.0%	--	0.0%	--	0.0%
University of North Carolina	--	0.0%	1	100.0%	--	0.0%
University of Virginia	12	66.7%	5	27.8%	1	5.6%
Virginia Polytechnic Institute	1	100.0%	--	0.0%	--	0.0%
Wesleyan University	--	0.0%	1	100.0%	--	0.0%
TOTAL	18	48.6%	16	43.2%	3	8.1%

Note that percentage figures are by row (college or university).

TABLE 41: Evaluation by AA/AS PVCC Graduate Survey Respondents of Faculty and Staff Friendliness Between PVCC and the Four-Year Colleges and Universities to Which They Transferred

YEAR	PVCC more friendly No.	Pct.	Both colleges the same No.	Pct.	PVCC less friendly No.	Pct.
1980-1981	15	65.2%	6	26.1%	2	8.7%
1981-1982	14	50.0%	11	39.3%	3	10.7%
1982-1983	22	68.8%	10	31.3%	0	0.0%
1983-1984	(A follow-up survey was not conducted)					
1984-1985	10	45.5%	12	54.5%	0	0.0%
1985-1986	17	63.0%	9	33.3%	1	3.7%
1986-1987	13	50.0%	12	46.2%	1	3.8%
1987-1988	15	53.6%	12	42.9%	1	3.6%
1988-1989	17	51.5%	16	48.5%	0	0.0%
1989-1990	22	61.1%	13	36.1%	1	2.8%
1990-1991	20	40.0%	30	60.0%	0	0.0%
1991-1992	18	54.5%	13	39.4%	2	6.1%

Note that percentage figures are by row (year).

TABLE 42: Evaluation by 1991-92 PVCC Graduate Survey Respondents of Individual Attention Shown Students Between PVCC and the Four-Year Colleges and Universities To Which They Transferred

COLLEGE OR UNIVERSITY	PVCC shows more attention No.	Pct.	Both colleges the same No.	Pct.	PVCC shows less attention No.	Pct.
Catholic University of America	--	0.0%	1	100.0%	--	0.0%
College of William and Mary	1	100.0%	--	0.0%	--	0.0%
James Madison University	3	50.0%	3	50.0%	--	0.0%
Longwood College	--	0.0%	1	100.0%	--	0.0%
Mary Baldwin College	--	0.0%	1	33.3%	2	66.7%
Mary Washington College	1	50.0%	1	50.0%	--	0.0%
University of Arizona	--	0.0%	1	100.0%	--	0.0%
University of Miami	1	100.0%	--	0.0%	--	0.0%
University of North Carolina	--	0.0%	1	100.0%	--	0.0%
University of Virginia	17	94.4%	--	0.0%	1	5.6%
Virginia Polytechnic Institute	1	100.0%	--	0.0%	--	0.0%
Wesleyan University	--	0.0%	--	0.0%	1	100.0%
TOTAL	24	64.9%	9	24.3%	4	10.8%

Note that percentage figures are by row (college or university).

TABLE 43: Evaluation by PVCC AA/AS Graduate Survey Respondents of Individual Attention Shown Students Between PVCC and the Four-Year Colleges and Universities To Which They Transferred

YEAR	PVCC shows more attention		Both colleges the same		PVCC shows less attention	
	No.	Pct.	No.	Pct.	No.	Pct.
1980-1981	16	69.6%	3	13.0%	4	17.4%
1981-1982	18	64.3%	8	28.6%	2	7.1%
1982-1983	22	66.7%	10	30.3%	1	3.0%
1983-1984	(A follow-up survey was not conducted)					
1984-1985	15	68.2%	5	22.7%	2	9.1%
1985-1986	19	70.4%	7	25.9%	1	3.7%
1986-1987	14	56.0%	9	36.0%	2	8.0%
1987-1988	18	64.3%	8	28.6%	2	7.1%
1988-1989	18	54.5%	14	42.4%	1	3.0%
1989-1990	24	66.7%	11	30.6%	1	2.8%
1990-1991	26	52.0%	21	42.0%	3	6.0%
1991-1992	21	67.7%	8	25.8%	2	6.5%

Note that percentage figures are by row (year).

TABLE 44: Evaluation by 1991-92 PVCC Graduate Survey Respondents of College Transfer Assistance Services at the College

SERVICE	Excellent		Good		Fair		Poor	
	No.	Pct.	No.	Pct.	No.	Pct.	No.	Pct.
Student Services	4	44.4%	5	55.6%	--	0.0%	--	0.0%
Academic Program	10	43.5%	13	56.5%	--	0.0%	--	0.0%
Faculty	18	75.0%	6	25.0%	--	0.0%	--	0.0%
Co-operative Education	--	0.0%	2	100.0%	--	0.0%	--	0.0%
OTHER	1	100.0%	--	0.0%	--	0.0%	--	0.0%

Note that percentage figures are by row (service).

APPENDIX A

GRADUATE SURVEY

(survey -- front side)

Piedmont Virginia Community College
Graduate Survey Form

Name: _____

Address: _____

_____

Telephone #: _____ Social Security Number: _____

Instructions: Please answer ALL questions that apply to you. This information will be treated as confidential with answers being combined for group analysis. Thank you for your cooperation!

I. Employment

1. Currently I am:
   - _____ Employed FULL-TIME in a career field RELATED to my field of study at PVCC.
   - _____ Employed PART-TIME in a career field RELATED to my field of study at PVCC.
   - _____ Employed FULL-TIME in a career field UNRELATED to my field of study at PVCC.
   - _____ Employed PART-TIME in a career field UNRELATED to my field of study at PVCC.
   - _____ Serving in the military full-time.
   - _____ Serving as a homemaker full-time.
   - _____ Unemployed (seeking employment).
   - _____ Unemployed (NOT seeking employment).

   If you checked one of these, skip ahead to section II.

2. My job is:

_____ Artist	_____ Electronics Worker	_____ Educator
_____ Computer Programmer	_____ Child Care Worker	_____ Drama/Theatre Worker
_____ Data Entry Operator	_____ Law Enforcement Official	_____ Musician
_____ Systems Analyst	_____ Draftsman	_____ Laboratory Technician
_____ Business Manager	_____ Draftsman (Computer-Aided)	_____ Engineer Technician
_____ Sales Clerk	_____ Health Technician	_____ Journalist
_____ Secretary	_____ Respiratory Technician	_____ Construction Worker
_____ Typist	_____ Nurse	_____ OTHER (please list)
_____ Electrician	_____ Accountant	_____

3. My exact job title is _____
4. The name of my employer is _____
5. May we contact your employer to conduct an employer follow-up survey? _____ Yes _____ No. (If yes, please complete the attached form)
6. My annual salary is _____ (based on approx. _____ hrs./week)
7. My job is
   - _____ Very satisfying (a superior job)
   - _____ Satisfying (a good job)
   - _____ Not very satisfying (a fair job)
   - _____ Unsatisfying (a poor job)
8. I intend to pursue this job as a long-range career: _____ Yes _____ No _____ Undecided
9. I obtained this job:
   - _____ Before attending PVCC
   - _____ While attending PVCC
   - _____ After graduating from PVCC
10. My degree helped me obtain my present job: _____ Yes _____ No
11. My degree helped me obtain a promotion in my present job: _____ Yes _____ No
12. I received assistance from PVCC in obtaining this job: _____ Yes _____ No
13. Rate the quality of career assistance received from the following:

	EXCELLENT	GOOD	FAIR	POOR	NOT APPLICABLE
Student Services	_____	_____	_____	_____	_____
Academic Program	_____	_____	_____	_____	_____
Faculty	_____	_____	_____	_____	_____
Co-op Program	_____	_____	_____	_____	_____
OTHER (please list)					
_____	_____	_____	_____	_____	_____

14. Overall, in relation to my present job, the academic preparation I received from PVCC was:

EXCELLENT	GOOD	FAIR	POOR
_____	_____	_____	_____

-OVER-

BEST COPY AVAILABLE

(survey -- back side)

15. I participated in the Co-op program _____Yes _____ No
I obtained my job after graduation through the Co-op program _____ Yes _____ No

16. Compared educationally to other employees beginning their careers in my job field, I was _____ not as well prepared _____ about as well prepared _____ better prepared.

II. Further Education

1. I am: _____ Attending a four-year college or university full-time.
_____ Attending a four-year college or university part-time.
_____ Attending a community college full-time.
_____ Attending a community college part-time.
_____ Attending some other type of school.
_____ Not presently attending school (if you checked this, skip ahead to section III).

2. Name of School _____

3. Address of School _____

4. Major Field of Study _____

5. My current grade point average (GPA) is _____ (on a 4.0 basis). This is based on _____ credits earned at the new school.

6. The preparation at PVCC for my current studies was:
_____ Excellent _____ Good _____ Fair _____ Poor

7. In comparison to students who started at my new school as freshmen, I feel _____ not as well prepared _____ about as well prepared _____ better prepared.

8. PVCC compares to my new school in:

	PVCC has more	About the same	Current school has more
Degree of student competitiveness	_____	_____	_____
Friendliness of faculty and staff	_____	_____	_____
Individual attention shown students	_____	_____	_____
Strictness of grading practices	_____	_____	_____
Quality of instruction	_____	_____	_____

9. The school to which I transferred was my _____ first choice _____ second choice _____ third choice.

10. If assistance was received from PVCC in transferring to my new school, rate the quality of assistance from the following:

	EXCELLENT	GOOD	FAIR	POOR	NOT APPLICABLE
Student Services	_____	_____	_____	_____	_____
Academic Program	_____	_____	_____	_____	_____
Faculty	_____	_____	_____	_____	_____
Co-op Program	_____	_____	_____	_____	_____
OTHER (please list) _____	_____	_____	_____	_____	_____

11. The credits I earned at PVCC _____ did _____ did not transfer as I expected they would.

12. The number of credits not accepted by my new school was _____
The courses not accepted were _____

III. Comments and Suggestions

Please list any comments or suggestions below (and on a continuation sheet if needed). We are particularly interested in how we can improve our curriculum and services.

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APPENDIX B

SURVEY COVER LETTERS

Piedmont
Virginia
Community
College

Route 6, Box 1, Charlottesville, Virginia 22901-8714 Tel. 804-977-3900 Voice/TDD 804-977-4265

February 1, 1993

Dear PVCC Graduate:

If you attended graduation rehearsal last June, you will remember I told you that one of the best sources of information available to Piedmont Virginia Community College (PVCC) is the follow-up survey of graduates conducted each year. The results of the survey are used in making decisions concerning what programs are offered and how well the college serves both its students and its community.

You have been away from Piedmont for over six months now, and you have new insights concerning the value of a PVCC education and how well it prepared you for either your current job or your course of study at another institution of higher education.

Could you please take a few moments and complete the enclosed questionnaire? Your response will be treated as confidential and only summary data on the class as a whole will be published.

If you are employed, we would also like to have your permission to include your employer among those we survey annually to determine employer satisfaction with PVCC programs of study and graduates. If you will permit us to do this, could you please complete the enclosed authorization form and return it with the questionnaire?

A postage-paid, return envelope has been enclosed for your convenience. Thank you for your assistance in this important study.

Sincerely,

Ronald B. Head

Ronald B. Head
Director of Institutional Research and Planning

encl

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PIEDMONT VIRGINIA COMMUNITY COLLEGE
EMPLOYER CONTACT AUTHORIZATION FORM

Date _____

I, the undersigned, grant permission for Piedmont Virginia Community College (PVCC), from which I recently graduated, to contact my employer for the purpose of conducting an employer survey to determine employer satisfaction with the college, its graduates, and its programs of study. I authorize my employer to complete the employer survey form and return it to PVCC.

I understand that the purpose of the employer survey is educational, that survey results will remain confidential, and that only aggregate, not individual, data will be released by PVCC.

_____

(signature)

. . . . . .

GRADUATE'S NAME . . . . . .

IMMEDIATE SUPERVISOR'S NAME . . . . . .

IMMEDIATE SUPERVISOR'S TITLE . . . . . .

EMPLOYER (COMPANY) NAME . . . . . .

EMPLOYER ADDRESS . . . . . .

EMPLOYER TELEPHONE . . . . . .

Piedmont
Virginia
Community
College

Route 6 Box 1, Charlottesville, Virginia 22901-8714 Tel. 804-977-3900 Voice/TDD 804-977-4265

March 15, 1993

Dear PVCC Graduate:

Approximately a month ago I wrote asking you to complete and return a questionnaire designed to provide information on how well Piedmont Virginia Community College prepared you for your current occupational or educational career. As I wrote in the letter accompanying the questionnaire, we need information from you so we can improve our academic offerings and administrative services and make Piedmont an even better educational institution.

Perhaps you never received the questionnaire. Can you please help us by completing the questionnaire (another copy of which is enclosed with this letter)? This will only take a few minutes of your time, and your individual responses will remain confidential. A stamped, self addressed envelope is provided for your convenience.

I look forward to hearing from you, and I thank you for your cooperation.

Sincerely,

Ronald B. Head

Ronald B. Head
Director of Institutional Research and Planning

encl

Piedmont
Virginia
Community
College

Route 6, Box 1, Charlottesville, Virginia 22901-8714 Tel. 804-977-3900 Voice/TDD 804-977-4265

April 26, 1993

Dear PVCC Graduate:

In early February, I wrote asking you to complete and return a questionnaire designed to provide information on how well Piedmont Virginia Community College prepared you for your current occupational or educational career. In early March, I wrote again asking you to return the questionnaire. It is now nearly May and I still have not received a completed questionnaire from you.

If you have already completed and returned the questionnaire, I apologize for any inconvenience this letter might cause. However, if you have *not* completed and returned the questionnaire, please help me by doing so. The questionnaire, another copy of which is enclosed with this letter, will take only a few minutes to complete, and your individual responses will remain confidential. A stamped, self-addressed envelope is provided for your convenience.

This graduate survey is vitally important to us, because it is only through information provided by you and your classmates that we can improve both our academic offerings and administrative services and make Piedmont and even better educational institution.

I look forward to hearing from you soon, and I thank you for your cooperation.

Sincerely,

Ronald B. Head

Ronald B. Head
Director of Institutional Research and Planning

encl

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APPENDIX C

Selected Comments by Survey Respondents*

General

(Science) Expand to become a four year school so students who become used to the quality instruction at PVCC don't have to suffer through the poor quality of instruction at other schools in order to obtain a B.S.

(Science) Continue/expand your evening and/or adult classes. This allows working adults the opportunity to take classes without the problems associated with leaving work during the day.

(Liberal Arts) My experience at Piedmont was an excellent one! I am always recommending PVCC to my friends and anyone else who asks. I think PVCC is an excellent school. I plan to take more classes in the future at PVCC.

(Marketing) Allow independent studies as [four-year institution] does. This would only be for self motivated students. Improve on library resources, i.e. books, etc...

(General Studies) I am afraid that if community colleges continue to raise their credit hour rates, there will be a great many unfortunate persons without the opportunities, because they will not be able to afford a community college education.

(Business Administration) Piedmont was excellent, and prepares students well.

(Career Studies) PVCC is a very good school. I took my classes at night which was very good -- since I work full time. In the future, I may again take night classes at PVCC. As far as I am concerned, PVCC served my academic needs. The range of classes is extensive & widespread; you are not limited to what you can take.

(Nursing) I enjoyed my educational experience at PVCC. Curriculum & services met my needs.

(Law Enforcement) PVCC was a good school. I learned a lot and I loved my work study job.

(Business Administration) I enjoyed very much taking classes at Piedmont. All of the teachers and staff were very helpful. I will probably be taking more classes in the future.

---

*In parentheses, in front of each comment, is the curriculum of the respondent.

(Nursing) Try to offer: for example, SOC I & SOC II each semester not just SOC II. I feel this may cause students to look to other campuses to get started then they may stay with that school. PVCC I.D. badges weren't of much use. I'd rather give my student fee to enlarging classrooms or building on to the college. The trailers used for classes make the whole campus look dumpy.

(Liberal Arts) I am very grateful for the education I received from Piedmont. The only suggestion I have is that the school have more classes for students who will be going to work after graduation as well as the classes for transferring.

(Nursing) Put your $'s into teacher salaries and course offerings instead of badgering questions.

Transfer to Four-Year Colleges and Universities

(Liberal Arts) The only class that did not transfer that was surprising to me was CIS 110. The class that [four-year institution] offers that is similar seems to contain the same basic format. I would suggest that PVCC check with [four-year institution] to see how they might modify this class so that it will be transferable. I felt well prepared for [four-year institution] and so I don't feel any major changes are necessary as far as curriculum goes. The only real problem that I encountered at [four-year institution] was the inaccessibility of professors and the lack of communication between departments. In this respect, PVCC did coddle me through their continually organized and hassle free atmosphere. My opinion is that [four-year institution], not PVCC needs to address this issue. I appreciated my personable and accessible education at PVCC.

(Business Administration) Encourage students to take a full course load if possible. The course load at [four-year institution] is rigorous and demanding. Students must be prepared to put in long hours and to work extremely hard.

(Liberal Arts) I feel PVCC was a better way to complete my first two years of undergraduate study than if I was to go to [four-year institution] for my first two years of undergraduate study. The main teachers/professors are excellent at PVCC!!

(Liberal Arts) My education from PVCC prepared me as well as it possibly could for the [four-year institution]. I feel like I have better study habits than many of the students who started at [four-year institution]. However, some of the classes at PVCC could stand to be a little harder, (ie the ones in the social sciences). As far as the basic graduation requirements for PVCC, I feel they are comparable to [four-year institution]'s difficultly. I learned a lot at PVCC that has been helpful to my present courses. The advising department at PVCC was very helpful in my transition.

(Marketing) Need more classes that correlate to [four-year institution] Program as they are housed within your college.

(Education) I found many of the transfer workshops helpful in preparing to transfer to my current school. Also, the counseling staff was very accessible and helpful while I was in the process of deciding where to attend and how to transfer credit. My only suggestion for curriculum changes would be to encourage somewhat more stringent grading practices in writing classes so as to reflect the expectations of four-year institutions. Although this may be unrealistic, I would also recommend standardization of transfer credit among VA community colleges to four-year colleges so that the process is not such a random game of "credit-chance" from college to college.

(Liberal Arts) PVCC prepared me for my studies at [four-year institution] in a manner that could never be matched -- PVCC was great. I miss PVCC very much and I intend on visiting soon.

(Liberal Arts) I think that the transfer programs offered at PVCC are definitely successful. Having representatives from the schools come and speak on their institutions aided greatly in my decision on a school. Thanks! Keep it up! It is highly valuable.

(Liberal Arts) The atmosphere at PVCC is quite different from [four-year institution]. The faculty and staff seem to care more about the students, about each other.

(General Studies) The quality of education at PVCC is extraordinary, but with the change to the [four-year institution] I did not feel as prepared as I thought I was. The classes were far more demanding and the professors expect more and push the students to do better and better. Unfortunately at PVCC I was not pushed in my classes and perhaps if I was enrolled in the Honors Program I would have experienced an easier transfer process. Were it not for my own study skills and determination, I believe I would be on academic suspension at this time.

(Education) I am glad that I came to PVCC before going to a university. It prepared me for college, plus saved me money!! After obtaining a degree from [four-year institution] - I plan to return to PVCC to take classes that are of my interest, in which I was unable to take before leaving.

(Liberal Arts) [instructor]'s Transfer Process class was extremely helpful for an easy transition. Cooperation with [four-year institution] faculty & staff was very helpful to several members of that class. The amount of reading at [four-year institution] is much greater than it is at Piedmont. [instructor]'s English Lit class is probably comparable but many others fall well short.

(Science) I don't know if this is financially feasible, but there should be an "intensive" course track for students with strong academic abilities who are intending to transfer. The work required to get an "A" at PVCC is substantially less than that required at an academically strong four-year university. Therefore, incoming PVCC students are at a disadvantage due to a less rigorous preparation.

(Science) I was told that Fortran was an outdated language but found out that [four-year institution] prefers it. I feel I should have been advised of this and been given the option of taking Fortran in place of Turbo Pascal, which was listed as a course I needed to get a degree at PVCC. Also, some advice on [four-year institution]'s add-drop system would have been helpful. It also would have been helpful to have an engineering based Calculus course at PVCC if possible.

Employment

(Computer Info) I feel that I really received a good education through PVCC and gained much experience which I can now apply to my present job. I am not currently using my computer knowledge (acquired through PVCC) in my present job; but I do feel that I apply some of my acquired skills to my everyday work. I think everyone should continue their education after high school to prepare themselves for the real world.

(Computer Info) I think, that in my current career (computer operations technician), there were no classes offered that prepared me for this position. Furthermore, the career placement objective of the Computer Information Systems degree was very misleading. It stated that, once graduated, I would be ready for a job in programming. What I found is that most if not all employers want someone with a four year degree for that position. I quite enjoyed the faculty & staff at PVCC & was impressed with the level of study, but after obtaining a job in the real world, I've found that I could have been more prepared.

(Accounting) I would like more information about any help PVCC could provide for assistance in job placement.

(Accounting) In addition to my year round job, I do income tax preparation (self employed). My course work at PVCC led directly to my first tax preparation job, and I feel I was moderately well prepared for that job.

(Office Systems) I obtained my current job because one of my supervisors knows [instructor] and the PVCC curriculum and not because of the Co-op program. It was by my 100% effort and persistence and by not giving up. It took me over six months to finally receive a job offer, but I did have a lot of interviews. It was pretty hard to get a job when you're competing against 100 or more people for each job you apply for.

(PVCC survey question: *Compared educationally to other employees beginning their careers in my job field, I was:. . .*) I don't know. I feel I had the education but no experience. Other people had the experience but no education.

The Co-op instructor [instructor] was of no help to me at all. He said look in the classified ad's and call personnel depts. I thought his purpose was to call businesses to put in a good word for students and tell us about job openings we do not know about. Some personnel departments will not talk to you. [instructor] used the economy as an excuse not to help me!!

PVCC Faculty and Staff

(Liberal Arts) I want to explain why I think the quality of instruction is better at PVCC than at [four-year institution]. The instructors at PVCC speak in a realistic manner and language and they do not chance anything to mystery. They speak more clearly than the professors at [four-year institution] - who often, although they mean well, do not know how to communicate difficult ideas in simple language.

(Office Systems) All of the teachers I had at PVCC were excellent and were willing to help you whenever you needed it. They really cared about their students. Especially, [instructor].

(Computer Info) I feel that PVCC offers a great academic and administrative service.

(Education) I thoroughly enjoyed PVCC. The professors were excellent and provided help -- if needed. The counselors at PVCC were a big help. Transferring to a 4 year college was a nightmare that I never want to go through again. There was no one available to help on the day of the transfer. Thank God PVCC has a counseling dept!

(Electronics) The full time electronics faculty & staff have been, and continue to be, very supportive of my career efforts. Although budget cuts seem to mandate the expanded use of minimally compensated adjunct faculty, I believe the effect to the overall education one receives at PVCC will be deleterious. Notwithstanding the sincere and competent efforts of the able adjunct faculty, it was the commitment and support of the full time faculty that extended beyond the classroom and was helpful with establishing my career. The services of the Counseling Office and the Co-op Program, while well intentioned, were too vague to be of practical application.

Advising and Counseling Services

(Business Administration) Counseling Services are helpful when I seek them out. More information about what these services are and when they are available would be

helpful. PVCC faculty is consistently as good or better than faculty at the Virginia universities I have degrees from.

(Business Administration) Encourage people to take full loads each semester. Many of my friends take 1-3 classes a semester. They get so depressed because it seems that they'll never graduate and often they drop out.

(Marketing) Did not feel counseling helped in making decision regarding direction one was going in. Recommend more guidance with options.

(Computer Info) The only problem I ever had at PVCC was finding counselors available to talk with me. I think that more faculty (especially counselors) are needed to deal with the student growth.

Curriculum (General)

(Career Studies) Perhaps offer night classes 2 or 3 nights a week instead of 1 lasting 3 hours. It's hard to stay focused that long. In addition, offer more health and education classes.

(Office Systems) I don't have any complaints. The curriculum was good.

(Fine Arts) Keep programs such as Bahamian Ecology & other hands on field study classes. Keep the art classes from being cut further. [instructor]'s classes that aren't regular Psych., are excellent. The dream class and near death experience classes provided an outlet to broaden the mind with things other than math and english.

(Career Studies) More hands on training! I would also like to see an industrial electrical course offering in the near future.

Curriculum (Health Care)

(Respiratory Therapy) Bring back the Respiratory Therapy program to PVCC! It was a good program and hospitals everywhere are in need of RT's.

(Nursing) I feel that PVCC could work harder to encourage/expose nursing students to extern/assistant nurse work experience available at [four-year institution]. The benefit of such work experience cannot be overemphasized as they provide the opportunity to master clinical skills as well as provide insight into specialty areas of interest to the student (ie: OB/GYN, OR, ICU etc...). Many [four-year institution] students take advantage of the extern opportunity; however Piedmont students are definitely underrepresented, especially in the specialty areas. My employer frequently

asks me why PVCC students do not apply for positions as externs in the MICU, my only reply is "I don't know, we certainly can do the job..." historically we do it better than our peers from other schools.

(Nursing) While I understand that a 2-year nursing program cannot possibly prepare a person to step, totally comfortably into a staff position, I believe it would be possible to make it more practice-orientated. Additional clinical days, emphasis on specific disease conditions, practice in ALL common treatments and procedures, and perhaps an introduction to the work of support personnel - all might add significantly to the feeling of preparedness which I felt lacking in upon entrance to my first full-time nursing position following graduation from PVCC.

(Nursing) Require the following classes in the NSG program: Nutrition and CPR.

(Nursing) Nursing Program is excellent at PVCC! The only comment I feel is appropriate is that there should perhaps be more credit given to applicants/students in the program for life - experience. Currently, only LPN's & persons who have a specific job description are receiving "credit". I entered the program with about 12 years experience in the hospital setting yet was given no credit for my life - experience. I found that frustrating and some what degrading. . . But I survived.

(Respiratory Therapy) Don't close down programs, such as Respiratory Care, that are in need throughout the community due to short-ranged monetary decisions.

(Nursing) Please remember that most of the nursing class are older students. We have lives outside of class - but school is very demanding!

(Respiratory Therapy) The Respiratory Therapy courses were very good when I attended in 1987-1988. The staff was great especially [instructor]. Each instructor knew their subject very in depth. My learning capacity was expanded upon greatly after leaving [community college] to come to PVCC. I regret this course is no longer offered at your college.

Curriculum (Business/Accounting)

(Business Administration) I feel the courses need to be more demanding with a stricter grading procedure.

(Management) Focus on Total Quality Management, ISO-9000 programs. These are applicable to ALL types of business.

(Business Administration) A more hands-on computer class might be helpful. [instructor]'s class was not helpful. Keep [two instructors] in the business

department, they are excellent, prepared me well for my upper level business courses. Thanks for a great experience at PVCC!!!

Curriculum (Other)

(Auto Mechanics) I would rate the Automotive Technology program and the two instructors I had [instructors] as excellent. The only suggestions I have is that I would like to see a separate course added into the program for automotive heating and air conditioning.

(Education) You could offer more 200 level classes.

(Marketing) It would be great to have a graphics program taught in connection with marketing and advertising for people doing in-house promotional layouts.

(Drafting and Design) Start an Architectural program.

(General Studies) I used some of my certificate classes from past years in obtaining my degree in General Studies. Later after meeting home life obligations I may work on a transfer program.

(Fine Arts) In your Photography classes, allow students to get darkroom experience instead of spending so much money for developing at the commercial businesses. Offer a history of film class and other related types of classes. Restructure your creative writing classes, as they are currently, they are too unstructured and without direction. I, with no previous understanding of creative writing was able to take a class and get an "A", and I still needed to complete the story which I believe should be a requirement of my creative writing class. Plus I had no understanding of the creative writing mechanics such as the plot development, characteristics, etc...